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**Programs of study in student development in higher education:
Job relevancy of the CACREP accreditation standards**

Phelps, Susan Quick, Ph.D.

The University of North Carolina at Greensboro, 1991

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PROGRAMS OF STUDY IN STUDENT DEVELOPMENT IN HIGHER
EDUCATION: JOB RELEVANCY OF THE CACREP
ACCREDITATION STANDARDS

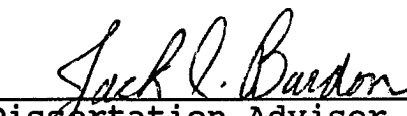
by

Susan Quick Phelps

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
1991

Approved by


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APPROVAL PAGE

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April 17, 1991
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PHELPS, SUSAN QUICK, Ph.D. Programs of Study in Student Development in Higher Education: Job Relevancy of the CACREP Accreditation Standards. (1991) Directed by Dr. J. Bardon. 277 pp.

The purpose of this exploratory study was to determine the job relevancy of the core and specialty standards of the Council on Accreditation of Counseling and Related Educational Programs by determining the importance to work of the standards by surveying current student development professionals' opinions. Such a study has not so far been reported in the literature.

A survey questionnaire was developed to solicit opinions on importance of the standards, pilot tested, and mailed to student development practitioners in the southeastern United States. A response rate of 45.3% was achieved.

The independent variables were years of service in the field of student development; level of degree received; level of position or title; future career plans to remain in the field; membership in professional organizations and type of degree program, CACREP or non-CACREP. The dependent variables were the eleven core areas or subscales drawn from the CACREP entry-level standards and environmental and specialty standards for student affairs practice in higher education.

The results indicated that no areas were considered as not relevant to practice by practitioners. The

practitioners as a whole considered five core areas as important to practice and six areas as questionably important to practice.

These findings support the CACREP standards content as useful for practice and are a beginning step toward understanding how the CACREP standards relate to job functions within the profession of student development. The results suggest the need for more research with data collected from both practitioners and academicians, as the profession moves toward uniform standards for education and training.

ACKNOWLEDGEMENTS

So many, many people have held fast to their belief in me and my efforts that it is impossible to thank them all in these few phrases. But there are a few to which I owe particular thanks for their part in this culmination of my efforts.

The one who has seen me through the thick and thin of it, picked me up when I was down, dusted me off, and gave me a shove to continue, the best thing that ever happened to me, my husband, Terry. Thanks, my love, for always being there.

The one who gave, and gave, and kept on giving so his daughter could have opportunities that the depression denied him, my daddy, Homer. We did it Daddy, dreams do come true!!

The one who always believed I would be somebody important and wanted success for me; a mothers love is not to be reckoned with, my mother, Amy. Thanks for the encouragement so many times over the years.

My sister Jan, and my best friend, and her husband Louis, my dearest bother, where would I be without your loving guidance all these years. You gave me courage and bolstered my confidence so many times. I love you both!!

Now to my mentors, advisors, critics, employees, enthusiasts and friends, to you all, my gratitude is mountainous. I would not be where I am today without you: Marilyn Haring-Hidore, Jack Bardon, Diane Cooper, Anne Steele, Marian Franklin, Nicholas Vacc, Bob Greene, and Lin Fain. Thanks for being there!!

To my typists, Jimmie and Susan Nickell, you have been so tolerant and so precise with your work. Thanks for making me look so good and having so much patience!!

And finally, to my fellow student development practitioners, thanks for encouraging me and to those who participated in the study thanks for taking pen in hand.

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CHAPTER I

INTRODUCTION

The development of a profession is a matter of continual challenge, change, and evolution of practice. A certain amount of unrest and upheaval needs to be incorporated into the ethos of a discipline. Allowances should be made for ongoing reality testing with practitioners in any developing profession in order to ensure that the discipline's basic tenets remain current and sound. Professions face outward, dealing with the public. They aim to serve the public by applying technical knowledge to the solutions of public problems. In seeking to solve these problems, professions must bring to bear all the technical skills and knowledge available and pertinent to the problem. They cannot afford to leave anything out (Peterson, 1986). The responsible profession must search for new answers and must evaluate the field's continual growth as conditions change.

While the profession of student development is evolving, its standards of educational training and performance will of necessity also evolve as part of a developmental process. Standards of practice and training in student development need self-examination which is as

rigorous and as serious as those of any other profession. These standards should be flexible to allow for potential change resulting from ongoing research. Above all, standards need to have rigorous theoretical bases. To this end, research aimed at substantiating the baseline usefulness of standards in terms of their relevance to current and future practice in the field of student development is in order.

For example, the profession of medicine regularly provides information to its professional boards about research on the profession and its standards of performance (Abrahams, 1966; Carr-Saunders & Wilson, 1933; Matarazzo, 1977; Peterson, 1981). The development of any profession is based on self understanding including advances in knowledge and techniques and the profession's aspirations for improved performance. Grounded field research conducted with the practitioners in the field who are using the skills and knowledge of their profession required to do their jobs is an essential component in the establishment of relevant standards of performance. Understanding of a profession's development requires practical, concrete, profiled data. The usefulness of these data can best be seen in the changes that occur and the perceptions held by the people who are actually working in the field.

The purpose of this investigation is to ascertain the job relevancy of the current (1988) educational program standards for the Environmental and Specialty Standards for Student Affairs Practice in Higher Education of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Studies dealing with job relevance validation have been conducted in the fields of medicine, teaching, law, and psychology, all well established professions (Abrahams, 1966; Flexner, 1925; Peterson, 1981; Sikula & Roth, 1984; Tom, 1981; Wellner, 1981). Such studies provide useful information serving to inform the profession of the extent of progress made in relating education and training to professional practice. To date, no content validation study focused specifically on the field of student development has been conducted. This study, therefore, is an exploratory study to determine the concurrence between the CACREP standards, developed to improve the profession through educational training, and current practice in the field. It is a baseline study to assess the opinions of practitioners about the usefulness of the CACREP standards' for knowledge and skills in the daily practice of their jobs as student development practitioners. A baseline study such as this one is needed in order to measure progress in the field as training and education of graduates improve in the field of student development.

Need for the Study

Literature has described the field of student development as being in a state of disarray since the early 1940's, due largely to a lack of definable specific standards of performance in the field. Bioland (1979), Sandeen (1982), and Stamatakos (1981) called for establishing student development as a legitimate profession. Penn (1974) suggested that if the field of student development does not define itself as a distinct profession with standards of excellence, then it could disappear as a professional entity by the 1990's. Penn (1974) further addressed the point that student development practitioners have failed to meet the complex needs of higher education, and programs have failed to produce effective institutional leaders in student development leadership roles. As a contributing factor, student development has changed its name several times over the years. The field has called itself student affairs, student personnel and most recently student development. It is my opinion that these changes have contributed to confusion in the field, as well as confusing other fields in higher education as to our purpose. For the purposes of this study, except in direct quotes, the term student development will be used to refer to the field.

Carpenter, Miller, and Winston (1980) described student development as an emergent profession experiencing confusion about what it is supposed to be and existing historically on the "fringe of education" (p.17). But Carpenter et al. (1980) further stated that the field of student development is based on distinct theory and preparation criteria. Carpenter referred to the human development theories underlying student development, such as Creamer (1980) reviews in his text on Student Development of Higher Education. The theories by Chickering, Kohlberg, Loevinger, Perry, and Sheehy, are most widely accepted as the basic foundations of student development and are rooted in human development theories such as Erickson's. The graduate programs training standards are based on the acquisition of the knowledge and skills of student development theory and practice by students in student development programs of study.

Penn (1974) also suggested that the discipline of student development define itself as a profession focusing on standards of excellence which are grounded in theoretical bases. In further support, Stamatakos (1981) advocated that research be conducted on the skills and competencies necessary for the development of true professionalism in student development.

Stamatakos (1981) reported that only a minuscule amount of the student development profession's literature has been the result of a deliberate and systematic research-based attempt to respond to the need for basic constructs, specific knowledge, and its application to the work setting. Further, he notes, "with the exceptions of Brown's Monograph (Brown, 1972), and Miller and Prince's The Future of Student Affairs (Miller & Prince, 1976), our professional associations have not deliberately, individually, or collectively sponsored or commissioned (in a well-thought-through, comprehensive, and systematic manner) compendia of literature directly applicable to fulfilling the profession's needs for basic, specialized knowledge and skills" (p. 110).

Carpenter et al. (1980) proposed structuring preparation programs with standards and the development of an accrediting body drawn from the student development professional organizations to give validity to the profession. With the sponsorship of CACREP, sound attempts have been made to develop standards for graduate preparation programs in what is presently referred to as the field of student development. These standards, addressing minimum desired skills and competencies, have been in place since 1977 and were revised in July 1988. CACREP's standards clearly have the intent of professional development and

standardization. These standards are:

- 1) To promote high standards of graduate preparation in counseling and related programs.
- 2) To promote the development of effective professional behavior by helping the faculty and the administration of institutional programs assess their objectives and resources, including planning and desirable change.
- 3) To cooperate with agencies such as National Council for Accreditation of Teacher Education (NCATE), American Psychological Association (APA), institutions of higher learning, regional accrediting associations, state departments of education, and other professional groups in promoting quality preparation of counselors and related educational specialists.
- 4) To foster continuing review and evaluation of existing programs and to assist faculty and administration of developing programs to improve their offerings to students.
- 5) To encourage experimentation and

innovation designed to improve counselor education and related programs with the ultimate goal of improving services to consumers.

- 6) To develop avenues of cooperation and mutual respect with counselor education program for other related helping professions (CACREP Brochure, 1988, p. 2).

However, research designed and conducted to explore CACREP's conceptual definition of necessary skills and knowledge and to assess the extent to which these standards relate to practices in student development has not been reported in the literature to date. In other words, the process of content validation has not yet begun. Jaeger's (1986) job relevance study of the board examination for national certified counselors is a beginning in assessing practitioner's opinion of standards in the field of counseling.

In order for student development to survive as a truly needed profession, future graduates must be trained to perform jobs competently. A reputation of excellence can be built and documented with well trained future graduates. The advent of educational standards for training should facilitate the process of achieving well-trained graduates.

Rationale for the Study

In order to achieve full standing as a recognized area of professional practice, it is necessary for a discipline to undergo a process of development culminating in procedures which attempt to ensure that education and training are related to practice and that practitioners have benefitted from their educational experiences. For example, teaching has evolved from the Greek academies through the medieval university to the present massive system of articulated course work designed to take students from pre-school through graduate school guided or taught by certified, licensed, or credentialed faculty. The medical profession has served as a model in its development over the last two decades with the advance of the American Medical Association, a common core curriculum, accreditation of medical schools, a national certifying examination, and state licensing boards. Physicians have medical boards, lawyers have bar examinations, and teachers soon will have national certification examinations, all developed through a process of analysis of skills and knowledge needed for practice.

Students of the sociology of a profession are aware of the steps by which a discipline or profession begins and how the profession evolves and is sanctioned. This process is the same whether it is for the profession of medicine, law, psychology, teaching, or counseling. As a part of the

development process, these professions conducted studies of their educational standards in which practitioners had the opportunity to provide feedback on the standards' applicability to job relevancy and professional practice.

Matarazzo (1971) outlined and Shimberg (1981) expanded upon the steps which a profession must take in order to evolve from 1) a loose organization, 2) to a professional association, 3) to a certifying or licensing agent for its program graduates. The following steps have been repeated across time by several authors: (Carr-Saunders & Wilson, 1933; Flexner, 1915; Wilensky, 1964; and Wrenn & Darley, 1949):

(a) Early in the development of a profession, a random and haphazard entry into the field by individual practitioners with an interest in practicing the profession;

(b) A loose organization of such practitioners into a voluntary professional guild, trade union, or professional association that both helped give identity to this beginning profession and also provided for intra-professional communication, thereby enhancing the identification and informal codification of the beginning, unique knowledge base and applied skills of this group of guild practitioners;

(c) Slowly evolving but gradually increasing, more visible, and stringent entry requirements for membership in

the professional association. The requirements are followed by equally visible and stringent codification of the profession's knowledge base through development of formal educational programs and curricula, albeit initially loosely designed and self-policed, for this profession in universities, colleges, or specialty professional schools;

(d) More formal self-policing of these educational curricula and concurrent supervised applied training via accreditation of the content of these university-based programs by national review groups chosen by the profession itself;

(e) Certification or licensure of the graduates of these programs for practice of this profession by a body outside the profession itself, usually a state government in the United States, which, after examination of the applicant, certifies that he or she has met the minimal educational and skill requirements for the practice of that profession;

(f) In time, discomfort among the profession itself with this certification-licensure that signifies only that each individual has demonstrated merely minimal qualifications of competence, followed by self-certification by the profession itself of higher levels of competence through specialty or related boards;

(g) Periodic recertification and re-licensure to verify the current minimal competency of each practitioner by the state government through the same governmental machinery that issued the first license;

(h) and, ultimately, periodic review, reexamination, and recertification of the individual practitioner for a level of minimal competency by local peer review (such as through Professional Standards Review Organizations, audit committees, etc.) and for a level of higher or specialty competency by periodic practice audits, and self-assessment examination or reexamination through the guild's own specialty board.

In summary, the authors variously described the development of a profession as including a process by which practitioners have the opportunity to provide feedback on the knowledge and skills in the profession's standards and on the standard's value to job relevancy and professional practice. The authors encouraged educational leaders to work with practitioners on developing future standards of educational training and practice.

This same process of gaining feedback on the usefulness of educational training standards needs to be undertaken by the field of student development in order to ensure the development of a more holistic approach to professional preparation and certification. If the field of student

development is to advance and be recognized as a profession, research to determine the relevance of the CACREP standards to student development work is indicated. Assessing the degree of congruence between current CACREP standards and current practice and perceptions of relevance serves as a necessary check-point against which changes in the future can be judged.

In order to further the progress of the field of student development, a model study in the field is proposed using as its conceptual framework the CACREP educational standards. Its purpose is to investigate the viability of the CACREP graduate educational training standards for current student development practitioners. CACREP educational standards are employed, as they are the recognized national standards in use for graduate training programs in student development. Using these well developed standards satisfies the requirements as outlined earlier by Carr-Saunders & Wilson (1933), Flexner (1915), Matarazzo (1977), Shimberg (1981), Wilensky (1964) and Wrenn and Darley (1949) for the development of a profession and serves to keep the research focused.

Statement of the Problem

This study is designed to investigate current professed opinion of the job relevance of existing CACREP student development core standards by conducting a survey of

practitioners in the field of student development.

The study serves as an example of a pragmatic method of determining the job relevance of the CACREP standards. If practitioners believe the standards to be job relevant, the high relevancy may indicate that the current standards are related to current practice and that the profession is likely at an advanced stage of profession development with concrete, specific, practical standards for training and excellence (Matarazzo, 1977, 1983). Low relevancy would open the question of the stage of professional development. It is also possible the standards are correct but practitioners are not sufficiently well educated or competent. Thus, what the opinions are in the results may not be what is needed, or, what needs to be practiced is not what is currently being done in practice. If the results of the study have high relevancy, it may be possible to develop recommendations for future standards based on areas of job compatibility and background knowledge practitioners believe to be useful to practice.

Whether high relevancy or low relevancy is found, the results will have assisted in satisfying the requirements of the process of development of student development as a profession by offering data to serve as a check-point or baseline for future content validity studies. Hopefully, it may serve to allay the disarray and lack of definition the

field of student development still professes to experience.

The major research question is: To what extent are the 1988 CACREP standards perceived as relevant to the work of present day practitioners in student development?

Participants surveyed in the study have been identified as incumbent student development practitioners. A field-tested survey instrument was designed to elicit specific views on current CACREP standards relevance to current job function.

Definition of Terms

As this study will concern itself with the field of student development and certain aspects of training, several terms which lack consensual definitions will be given operational definitions. Individual practitioner perception is of particular importance in this job relevancy research, and "the meanings of words and behavior are inherently tied to the setting in which they occur; meaning is situationally bound" (Bennis, 1979, p. 29).

The concepts (terms with abstract meanings, used to deal with behavior in the real world of work) and the constructs (concepts with standard operational definitions) employed in the study are familiar to students of student development and practitioners in the field. They are operationally defined below for the purposes of this study (McGaghie, 1980, p. 297):

Committed Practitioner: Committed is used to explain the degree or extent to which a practitioner is dedicated to the field of student development and the advancement of the field into a solidly based profession, grounded in well explained theory. The opinion of practitioners considered to be committed are considered to be of more value to the development of theoretical constructs or standards on which the field is based. For the purposes of this study committed is defined as: more than 5 years of service in the field; possession of an advanced degree (masters, educational specialist or doctorate); position or title is in senior or middle management; desire to remain in employment in student development in the future; and membership in at least two or more professional organizations.

Competence: Ability, power, capable, performance and adequate knowledge involving a unique set of skills, abilities, and, dispositions.

Job relevancy: Being pertinent or germane to the performance of a job.

Knowledge: The fact or state of understanding a body of facts or information.

Model: A style or design; a representation of a planned or existing practice or object; a thing regarded as a standard of excellence to be initiated.

Practice: To work at, especially as a profession, on a regular basis.

Practitioner: One who is proficient in the actual art of doing something such as the practice of a profession.

Profession: An occupationally related social institution with a high level of public trust that provides essential services to society that are based on disciplines from which technological insights are drawn and applied skills are obtained. This body of knowledge and skills is not only specific to the profession and unavailable to lay persons, it is acquired through protracted training that leads to a lifetime commitment to competence and a strong service commitment (Phillips, 1982, p. 920).

Role: An organized set of behaviors belonging to an identifiable office or position, highly elaborate, relatively stable, and defined to a considerable extent in explicit and even written terms.

Skill: The application of techniques, methods, interventions, and strategies needed to work in specific settings.

Standard: The minimal, least amount, of knowledge, skill, sentiment, and the like, that an evaluator will accept as a lower boundary of competence in the educational training places (McGaghie, 1980, p. 313).

Student Personnel/ Student Affairs/ Student Development/ Student Services: Synonyms referring to the work conducted in colleges and universities with and for students to assist them in matriculating through the process and experience growth. All are considered to be based in theories of student development. Student development will be the term used throughout this study to refer to the field.

Theory: A formulation of understanding principles of certain observed phenomena which has been verified to some degree.

Type of employment: Public; a state supported institution of higher education. Private; an institution supported by and operated by non-secular funds or individual funds - not state supported. Two-year; an associate degree or diploma granting institution of higher education. Four-year; an institution that grants bachelors degrees, but who may also grant graduate degrees in various fields of study.

Work: Direct service. Face-to-face interaction with clients which includes the application of counseling, consultation, or human development skills. In general, the term is used by CACREP to refer to the time spent by a practitioner in working with clients/students.

Limitations

It is understood that descriptive research involving individual opinions and perceptions is likely to run the risk of constrained recall and constrained reporting. These factors must be further taken into account when the instrument used is a self-developed survey questionnaire, however painstakingly constructed, developed, and field-tested. The survey instrument is designed to systematically elicit opinions describing the job relevancy of the 1988 CACREP standards used in the training taking place in graduate student development programs.

Obviously, how the researcher chooses to study an issue reflects something of her own ideas and values. This researcher is a practicing student development professional and has a personal interest in the welfare of the profession.

The sample is chosen from student development practitioners in the southeastern United States and will limit the ability to generalize to some degree. Also, the financial and calendar constraints on the part of the researcher limited choices of methodology.

The study was designed as a means of providing the clearest possible picture of the student development practitioners' opinions on training standards and their job relevancy. Observations and conclusions which emerge from

the findings are to be understood as having direct reference to the participants and the practice of student development in southeastern United States. It is hoped that the findings can be generalized to the student development profession as a whole.

Organization of the Study

In the subsequent four chapters the research is described. Chapter two presents a review of relevant literature. Previous research conducted on the development of a profession and the stages of development are reviewed. The history of accreditation and licensure, and commitment to professionalism are then considered, followed by studies exemplifying the development of the professional fields of medicine, law, psychology, and teacher education. The chapter concludes with a review of the historical development of the field of counselor education and of student development. A summary focuses the literature review on the subject of the study.

Chapter three deals with the methodology and procedures. The research design is presented, along with the pilot study results, selection of subjects, description of the instrument, methods of data collection and recording, methodological assumptions and data analysis.

Chapter four presents the research findings.

Chapter five presents the conclusions generated by the findings, along with pertinent implications and recommendations for future research and development of CACREP standards.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Professional development in such fields as medicine, law, psychology, and teacher education has led to substantial and productive body of inquiry for researchers and scholars interested in the steps a discipline must take to develop as a true profession.

This review will consider:

- (a) the process involved in the development of a profession;
- (b) the history of the processes of accreditation, licensure, and commitment to professionalism;
- (c) the development of the professional fields of medicine, law, psychology, and teacher education;
- (d) the process of professional development in counselor education and student development.

The Process of Profession Development

Matarazzo (1977) reported on the historical development of professions. He noted that, with the exception of theology, each of the learned professions seems to have proceeded through approximately the same stages of evolution (Chapter 1 presented detailed stage descriptions). In

review, the stages reflect movement as follows: unorganized and independent individual practitioners; a loose organization of practitioners in a guild-like association; controlled entry requirements in the guild now turned into a professional association; defined training standards; self-policing of the educational criteria and accreditation of universities and colleges by national peer review groups; certification and licensure of the graduates by the government; self-certification of higher levels of competence by specialty boards; periodic recertification and re-licensure; ultimately, periodic review, reexamination, and recertification by local peer review of the individual practitioners.

Flexner (1915) was one of the earliest writers to describe the characteristics of a profession. He stated that one of the defining characteristics of a profession is the existence of a distinct and complex scientific knowledge base underlying professional practice. Flexner is still recognized as an authority on the professionalization of medicine. He (1915) further stated that a professional is accountable to the profession and to professional associations that, although socially accountable, function primarily to control standards for admission to and work in the profession.

Wilensky (1964) proposed a model for describing the professionalization process of any given field, The model includes five basic steps:

1. A group of people begin doing a necessary job full-time.
2. Training programs emerge with the result that a cadre of professionally educated practitioners become teachers rather than service technicians.
3. Professional associations are formed.
4. Political maneuvering is done to gain legal or practical sanctions against unauthorized practitioners (outsiders).
5. Development and adoption of an enforceable and enforced code of ethics occur (p. 137-158).

Matarazzo (1977) cited the development of the older professions (medicine, law, dentistry, psychology) as having proceeded through the stages of development. He suggested that assistance be sought from the private sector (other incumbent practitioners in the field) in order to ensure mechanisms for sound national certification or licensure. In later writings Matarazzo (1986), suggested the development of a common core of subject matter as part of the standardization process.

Matarazzo (1986) remarked that since the University of Bologna granted its first Ph.D. degree in 1182, each

institution of higher education has offered a core curriculum in philosophy, the mother discipline of all cognate subjects making up the knowledge base of society. Matarazzo (1986) stated that "Universities do not award a separate or identifiable Ph.D degree in mathematics, literature, physics, or psychology. Rather, even after 800 years universities still offer only a single degree, the same Doctor of Philosophy, to students who have attained this highest level of formal educational study in basic philosophy as well as concentrated study in different cognate subjects such as mathematics, psychology, or economics. Such standardization of curricula in specific areas was, and is today, the rule in the professions of medicine, dentistry, law, and teacher education" (Matarazzo, 1986, p. 3). Students study a common core curriculum developed by professionals and educators in preparation for entry level work in a field and a differentiated area of cognate subjects developed by the related core professionals.

Wilensky (1964) suggested the establishment of a relatively fixed system of pre-professional training along with a standardized method for certifying or licensing individual practitioners as two of the milestones for emerging professions. Professions must ensure the teaching of knowledge, skills, and professional competence through

their graduate training programs in order to guarantee minimal competency of practitioners.

The standardized method for certifying or licensing of practitioners includes examination of the applicant's competency to practice. McGaghie (1980) described the two main motives of professions in evaluating competence as concern for public protection and, more critically, the issue of self-determination and the policing of practitioners by the discipline's own ranks on its own terms, using its own well-defined common core criteria.

Competence is a construct not to be thought of here as a broad, ill defined set of traits; rather, Cronbach (1971) reminded us that it is a learned network of relationships tied to observable phenomena and hence capable of being measured and empirically tested. The measures, (scores on competency or mastery examinations) are observable, and the construct is evoked to account for relationships among them (Messick, 1975). Thus, the applicant who achieves the accepted score is given certification or licensure to practice in the professional field. McGaghie (1980), in agreement with Matarazzo (1976), stated that a profession must first describe its own domain, its boundaries, and the accepted complex network of content relations before the standardization of training curricula can occur. Peterson (1981) also reminded us that every profession must possess

some common knowledge, and that each profession not only has a right but an obligation to impose upon its educational institutions requirements for knowledge and skill that a professional shall acquire. These professions should then monitor the new professionals to ensure that a broad coverage of professionally relevant knowledge is being taught through the standardization curricula.

Appropriately, Matarazzo (1977) reminded us that interdependence was a necessary step in our country in the early stages of the education, accreditation, and certification - licensure network. However, today, he encourages much greater independence among the three components of the network, which he believes would add vitality and viability to the entire developmental process of a profession with added benefit to society, the educational institutions and faculty, the accreditation process, the certification - licensure process, the professional guild, and the practitioners. He reminded us that university educators typically attain higher visibility than full-time practitioners. Thus, it is not surprising that in the early stages of the development of a profession, such educators more frequently are selected to be on standard setting evaluation teams, accreditation teams, and also on licensing boards. Matarazzo (1977) stated that his "hope is that as time evolves, such educators, working with

leaders from within the practicing profession, would develop the mechanism to help phase in the practitioners while concurrently phasing themselves out of the accreditation and licensure roles " (p. 858). He reported that medicine, dentistry, and nursing are already well along in the process, and psychology gives evidence that it, too, is now reaching out for more practitioners to participate in defining competencies, skills, and knowledge for practice, serving on its accreditation of higher education committees, and also on its licensing boards.

McGaghie (1980) suggested that a profession needs to make three decisions regarding the establishment of confidence in the validity of the competence (credentialing) decisions.

"First, a decision is needed concerning whether the boundaries and content of a competence domain account for a valid representation of professional practice in the field. This domain is a product of lengthy work involving competence (construct) definition and validation. Second, the evaluation process needs to decide that the content of competency measures used for decisions accounts for a valid sample of the knowledge and skills within a professional competence domain. Last, decisions regarding establishment of the

interpretive standards used for competence evaluation require validation with the practitioners " (p 297-298).

Thus, the very purpose of this research is to begin the process of validating the content usefulness of the CACREP standards (competence constructs) for the practitioners of the field of student development.

CACREP has attempted to define the boundaries and the complex network of content through the development of standards for accreditation of the training programs in counselor education and more precisely, the student development specialty. A profession has to devote time and study to the development of a valid sample of the knowledge and skills representative of the professional competence domain, and then conduct the necessary work to validate the resulting standards of practice.

History of Accreditation, Licensure, Certification, and Commitment to a Profession

Certification, licensing examinations, and accrediting procedures are designed to measure achievement or delivery of professional skills over broad bodies of content that are assumed to coincide with professional work or training in various fields. Danish and Smyer (1981) distinguished among licensure, certification, and accreditation. They described licensure as precluding the provision of a service by anyone

not officially approved to perform services. Certification is an affirmation by the government or board that the stated qualifications of the profession have been met. The purpose of accreditation is to determine acceptable status of an educational institution or a program based on a criteria such as quality standards. Thus, licensure and certification are designed to assess individual competency, whereas accreditation focuses on the training institution. The Council on Post Secondary Education (COPE) (1982) concurs that the value of accreditation is to promote quality in graduate training programs.

Danish and Smyer (1981) stated the broad bodies of content to be measured through all three processes are loosely constructed and may refer to facts and figures, clinical problems, technical skills and knowledge, situational pressures, or behavioral dispositions. Cognitive information is most frequently represented. Thus, a professional credentialing examination or accrediting review may be viewed as a work sample or a test of the quality of training and as an examination of the degree to which the examination or review faithfully represents the professional's job. The national and state boards of medicine, dentistry, teacher education, law, psychology, and counselor education have developed bodies of content that are intended to represent the content domain of these

respective professions. CACREP has attempted to do this for the field of counselor education and the specific field of student development.

The fields of psychology, law, medicine, teacher education, counselor education, and student development all have certification processes, and some have licensure processes. The relevant governing boards of these fields assume that the training programs are accredited and engaged in teaching future professionals the competencies needed to practice in their respective fields.

Gross (1978) stated that "licensing is a charter of autonomy that derives from public recognition and acceptance of professional expertise and altruism. This legitimizes the power of the profession to gain a monopoly over practice" (p. 919). Phillips (1982) reported that the presumed linkage between training, professional competence, and the quality of service may be an important factor in the support of certification and licensure by professions.

Hogan (1979) reminded us that licensing laws are meant only to recognize that the practitioner is not likely to harm the public because an entry level of skills has been obtained. Therefore, licensing agents should adopt minimum requirements for entrance into a profession and these requirements should be clearly related to competent practice received through accredited training programs.

Peterson (1981) stated that professional programs need to be reviewed for accreditation as a matter of public responsibility, again with the best interest of the public taken into consideration. It is a profession's responsibility to self-police itself and to evolve with changes in the technology of the field. Thus, all three processes; accreditation, certification, and licensure, allow a profession, through its standards for training, to be, as Phillips (1982) reported, a "watchdog" over the quality of its graduate programs (p. 921).

Development of the Professional Fields of Medicine, Law, Psychology, Teacher Education, and Counselor Education

Sociologists Carr-Saunders and Wilson (1933) established a set of criteria which have come to represent the definitive measures for judging a profession. The professional fields of medicine, law, psychology, teacher education, and counselor education have used these criteria to ascertain professional status. Carr-Saunders and Wilson (1933) described a profession as possessing the following qualities: (1) practitioners, by virtue of prolonged and specialized intellectual training, have acquired a technique which enables them to render a specialized service to the community; (2) the service is performed for a fixed remuneration whether by fee or by salary; (3) they develop a sense of responsibility for the technique which they

manifest in their concern for the competence and honor of the practitioners as a whole--a concern which is sometimes shared with the state governments; (4) and, they create and develop associations, upon which they erect, with or without the cooperation of the State, machinery for imposing tests of competence and enforcing the observance of certain standards of conduct. Carr-Saunders and Wilson (1933) stated that the "distinguishing and overruling characteristic is the possession of a technique and the existence of specialized intellectual techniques, acquired as the result of prolonged training, which gives rise to professionalism and accounts for its peculiar features" (pp. 284-285). Matarazzo (1977) reiterated the importance of progression through the stages of profession development.

The professions of medicine, law, psychology, teacher education, and counselor education have undertaken the development of a prescribed course of training which embodies the most advanced knowledge the disciplines provide, along with the skills of application required to bring that knowledge into effective use.

Medicine

Abrahams (1966) described the evolution of medical schools and their process of standardization. He reported that many of the earlier nineteenth century organizers of medical schools were serious physicians, overburdened in

their own practices, concerned about the public need for better health care. He stated that in those days no one was quite sure what medicine amounted to anyway, so schools began to form along ideological lines as determined by their founders. Schools opened, set students to reading books, gave lectures, offered a few demonstrations, conferred M.D. degrees, and set their graduates loose on the world. In 1905, the Flexner Commission began its investigation, and a fair share of the free-standing schools were soon out of business. Solid university-based schools became recognized as the authorities on medical education (Flexner, 1915).

Flexner (1925), a widely recognized authority on the development of the medical profession, indicated students should undergo general training in basic principles, theories, and methods underlying the discipline. His model for medical education has been used to guide other professions in their educational process of becoming a profession. He (1915) argued that one of the defining characteristics of a true profession is the existence of a distinct and complex knowledge base underlying professional practice. And he cautioned the medical profession that:

... The curriculum cannot be encyclopedic... to be sure, the student needs to know some things well in order to be able to observe, compare, draw conclusions; but the power and will to observe, compare, and

infer... are more vitally important than the knowledge of any particular set of facts. It is clear that a selective and varying, not an encyclopedic or uniform, a lightly laden, not too crowded curriculum offers the best opportunity for the training requisite to mastery and growth (Flexner 1925, pp. 113-114).

Medicine has attempted to incorporate Flexner's major pedagogic principle: that in professional education the emphasis should be on teaching intellectual processes and methods rather than on particular knowledge or techniques. Flexner (1925) made his point about the regulated educational process in preparing professionals by arguing that professional training teaches students to be **active listeners** who can then go on to develop true competence with experience.

McGaghie (1980) described the competence issue in the medical profession as rooted in history with the ancient Greeks holding annual competitions for advanced medical students in surgery, instruments, thesis, and applied problems. Historical records show medical licensing and examination boards being established in Baghdad in 931 AD. The United States first held evaluations of medical competence by masters on their apprentices and later by state licensing boards. Beginning in 1915 the National

Board of Examiners was formed and set up masters' criteria for joining. The board's goals were to protect the public from quacks and to police its' own ranks and maintain quality assurance in medical care. Today, the American Medical Association attempts to monitor, and the National Board of Medical Examiners to license, medical field graduates based on attainment of minimum requirements for competent practice in the field.

Law

Early in the 19th century, many Americans entered the practice of law without the benefit of law school preparation (Peterson, 1981). Abraham Lincoln read Blackstone and other law books until he thought he knew enough to practice and became recognized as a lawyer in his community. He opened his practice with Herndon having no formal education in law. The first law schools in the United States developed as proprietary schools in Connecticut and Massachusetts. A loosely knit group of lawyers formed a guild. The American Bar Association eventually developed, and regulation of law schools was instituted. For the most part, in law as in medicine, education takes place in the professional schools of universities and is well monitored. Peterson (1981) presented this concept of improving the quality of law professionals through the design of effective training

systems, such as the university-based professional schools, with effective programs of education.

Psychology

The field of psychology modeled its highly structured curriculum after those of medicine and law schools (Stern, 1984). Peterson (1986, 1976a, 1976b; Peterson & Barr, 1975) is recognized as one of the most influential spokespersons on the development of educational theory and national training policies in the field of psychology. He believes that future practitioners should be trained to be broadly competent in the psychological knowledge and technical base and skills that comprise professional practice. He further stated that the field of psychology has matured sufficiently as a profession to be able to specify a body of knowledge and related clinical techniques, and that the function of graduate education is to teach its knowledge-skill base in a comprehensive fashion.

Peterson (1976) stated that psychology was well on its way to becoming a profession. First, there is an emerging body of knowledge and skills specific to psychology. Second, there is a clearer specification of who is competent to perform psychological services. Danish and Smyer (1981) noted that quality control in the field of psychology should be with the programs of psychology and the accreditation process, the assumption being that applicants for licensure

from accredited programs who pass the examination will be competent providers of the skills and knowledge in the field.

The field of psychology has as its accrediting board the American Psychological Association (APA) which has been guiding the development of the profession for over 50 years. Wellner (1981) reported that the APA task group on competency and credentialing in 1976 recommended that state boards of examiners improve the standards for licensing and also suggested that the educational institutions provide necessary education and training for professional work and certify attainment of requisite knowledge and skills by awarding degrees that have refined what constitutes definitive training in the skills and knowledge required for practice in psychology. The key recommendations of the task group were the need for the development of a coherent system of education and credentialing and national standards for licensure/certification, with a mechanism (national commission) for the effective integration of the two.

Wellner (1981) supported the proposal that "a broadly representative commission drawn from the individual practitioners in the field engage in numerous studies dealing with the preparation of professional psychologists, public interest concerns relating to deliveries of service, and standards of competence" (p. 97). He supported the

profession's "truth in packaging" (p. 98) concept that a practitioner has met specific educational and credentialing standards developed by the practitioners in the field versus academicians involved only in research.

Teacher Education

The process of accrediting teachers had its beginning in 1927. Christensen (1979), a former official of National Commission on Accreditation in Teacher Education (NCATE), in his review of the development of accreditation of teacher education, pointed out that a particularly attractive characteristic of accreditation is that it is the only area of quality assurance owned by the profession itself. Other activities such as licensure and local employment often are controlled by legal bodies composed of lay citizens.

Young (1983) noted the major role accreditation has had in attaining quality in professional education for teachers. And Moore (1982), discussing accreditation in higher education, pointed out how the NCATE has helped to evolve the prestige, political influence, consumer protection, and program and professional improvement of teaching. Roth (1982) stressed that accreditation is just one avenue for attaining quality and overall educator goals of quality teaching. Tom (1981) encouraged the involvement of faculty in the schools in order to improve teacher preparation, thus placing the responsibility for the development of quality

programs directly on the teacher education institution.

Watts (1984) reported the opinion of four prominent authors on education (Lyn Gubser, Bernard McKenna, Alan Tom, and Richard Wisniewski), as generally agreeing that quality assurance is NCATE's role, national accreditation ought to be a prerequisite to state licensure, and that standards should be quantified. They further agree that the mother organization, NCATE, should be the impetus for institutions to make a real commitment to excellence in preparation of school practitioners. Again, we have the models of Shimberg (1981) and Carr-Saunders and Wilson (1933) cited as examples for the development of a true profession.

Calls for reform in teacher certification, licensure, program review, and accreditation are often found in the literature. Practitioners continually call for review to ensure quality in standards and ultimate practice (American Association for Teacher Education, 1983; Christensen, 1979; Council of Chief State School Officers, 1983; Gubser, 1979; Hobar, Nicholas, & Gabrys, 1981; National Education Association, 1982; Petersen, 1978; and Sikula & Roth, 1984.) The field of teaching has been subjected to penetrating analysis of its process of development and is perhaps in the last stage of the professional development process as described by Carr-Saunders and Wilson in 1933.

Counselor Education

The counseling profession has taken and is continuing the necessary steps in the evaluation and development of a profession. The history of counselor education's development has been described by Vacc and Loesch (1987). The profession had its loosely knit, unorganized beginnings in the early nineteen hundreds. In 1913 the National Vocational Guidance Association was formed as was the National Association of Women Deans. In 1916 a group of practitioners organized the National Association of Student Personnel Administrators. Other organizations followed, and in 1952 several joined to become the American Personnel and Guidance Association (APGA). Then in 1983 the APGA changed its name to the American Association for Counseling and Development. This change was indicative of an evolving professional orientation among the members and of the counseling profession (Vacc & Loesch, 1987).

The profession grew from "...concern about the vocational development of adolescents into a comprehensive and complex profession that attempts to address the multitude of mental health service needs of literally all people in society. Current philosophies, practices, and trends in the preparation of professional counselors have evolved along an analogous course" (Vacc & Loesch, 1987, p. 49).

Again, the path leading to the development of a profession from a loosely knit organization to concern with the preparation of future professionals (Matarazzo, 1971) is illustrated by the field of counselor education. Concern for counselor preparation began to be an issue in the nineteen forties and fifties with the National Association of Guidance Supervisors (NAGS) as a front runner in expressing concern about the quality and kind of counselor training. As a result, in 1952 the National Association of Guidance Supervisors and Counselors Trainers (NAGSCT) was formed. In 1961 NAGSCT changed its name to the Association for Counselor Education and Supervision (ACES). ACES promoted the development of standards of preparation, and the first set of statements was endorsed in 1963. In 1971 a special commission on standards and accreditation was created. It eventually resulted in the development of "Standards of Preparation for Counselors and other Personnel Services Specialists" in 1973. The Guidelines for Doctoral Preparation in Counselor Education were subsequently developed in 1977.

In 1980 the American Association for Counseling and Development (AACD) adopted the ACES standards and made a commitment to support further work, which led to the formation of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in 1981. CACREP

remains an organizational affiliate of AACD. The standards for student development in higher education that are the subject of this study are a part of these CACREP standards and are indicative of the profession's efforts to provide quality training and preparation of new professionals.

New trends in counseling development have been researched in a study conducted in 1983 by Daniel and Weikel. As a result of their Delphi study of doctoral level faculty members, the authors forecasted 48 possible trends in the areas of preparation, licensure, funding, professionalism, organizational bases, and counseling procedures. In their results, the fifth highest ranked item was an increased emphasis on accreditation of counselor education programs.

CACREP receives suggestions from various professional groups about what the standards should cover. Standards revision is on a five-year review cycle with the next review scheduled in 1993. CACREP's standards and accrediting process have added to the development of counselor education as a profession and will continue to do so with the periodic reviews.

Historical Development of the Student Affairs/ Student Development Profession

Since the nineteen forties, the literature has described the field of student development as being in a

state of self discovery with repeated references to a lack of definition and desirable standards of performance in the field. Bioland (1979), Sandeen (1982), and Stamatakis (1981) called for establishing student development as a legitimate profession. More recently, Kuk (1988), Moore (1988), Remley (1988), Rickard (1988), and Williams (1988) expressed concern and frustration over the preoccupation of student development with its status in its professional development. Penn (1974) suggested that if student development did not define itself as a profession with standards of excellence, then the entire profession could disappear by the nineteen nineties.

Wrenn and Darley (1949) examined the literature pertinent to student development and reflected on the knowledge and experiences of student development colleagues, using eight criteria. They found that student development had made little progress toward (a) application of standards of selection and training, (b) the definition of job titles and functions, (c) the self-imposition of standards of admission and performance, and (d) the legal recognition of the vocation. The profession did get fairly good marks on (e) the development of a professional consciousness and of professional groups, (f) the performance of a socially needed function, (g) the possession of a body of specialized knowledge and skills, and (h) high moral and personal

integrity in lieu of the development of a code of ethics.

In 1981, Stamatakos subjected the profession to the same criteria as Wrenn and Darley in 1949. He found (a) little progress towards application of standards of selection and training, (b) positive movement toward consistency of titles and job definition, (c) poor progress toward having achieved a "decent modicum of specialized knowledge and skill" (p. 110), (d) no expressed need or attempts towards securing legal recognition of the profession, (e) development of a professional consciousness very much in evidence and this criterion successfully met, (f) strong progress towards student use of many services provided, (g) development of a number of codes of ethics and statements of responsibility to work, but none broad enough to be entirely comprehensive of the variety of responsibilities assumed under the general rubric of student development work, and sadly, (h) inconsistent institution of graduate training programs.

Stamatakos (1981b) noted that "professional preparation programs in student affairs are inconceivably inconsistent in entry, nature, quality, scope, skill development, support systems, expectations, and outcomes" (p. 203). The profession could not be assured that its graduates would be adequately or reasonably well-prepared to function well in entry-level positions. Stamatakos (1981b) ended his review

by stating "it is reasonable to conclude that the practice of the profession is probably as much in variance as the learning outcomes of its preparation programs, and that such manifestations of practice and preparation are characteristics hardly expected or desired of an established profession" (p. 203).

Penn (1974) addressed the point that student development practitioners have failed to produce effective institutional leaders in student development leadership roles. Knock (1988) further emphasized this point by noting that vacancy announcements for student development positions indicate that a degree in student development or a related field is required for employment, but that those educated in related fields possess the same knowledge and skills to perform the job as do the student development graduates. The fully satisfactorily developed profession would never violate its professional status or insult its programs of professional education by considering applicants with degrees from other related fields. Knock (1988) reminded us that graduates of some student development preparation programs begin careers with a limited knowledge base, indicating that the field after all this time still has not adequately defined and enforced its standards of training.

Thus, the efforts of CACREP to accredit programs is an attempt to set and maintain standards of entry level

preparation and to widen its influence to all student development training programs. In order for student development to develop as a truly needed profession, future graduates must be consistently trained to perform jobs competently.

The literature on student development' professional development refers to the field as "in a critical time" (Ayers, Tripp, & Russell, 1966, p. 26), "in transition" (Brumbaugh & Berdie, 1952, p. 1), "continue to question our professional existence" (Kuk, 1988, p. 398), "stillborn" (Penny, 1969, p. 858), "engaged in a 50 year search for a professional identity" (Remley, 1988, p. 402), "falls short of a unified profession" (Rickard, 1988, p. 389), and "en route to professional status" (Wrenn & Darley, 1974, p. 178). Carpenter, Miller, and Winston (1980) reported after their review of literature that the terminology pertinent to student development work as a field is a subject of disagreement and controversy. Berdie (1966), Cowley (1964), Crookston (1976), Miller and Prince (1976), and Shaffer (1967) all reported dissonance in the role definition of student development.

Penn (1974) assumed that student development was a emergent profession when he called for professional organizations (the practitioners) to give shape to preparation programs through concrete educational training

standards and criteria.

Carpenter et al (1980) stated: "the most telling arguments against professionalism of student affairs work have the lack of consensus on theory base (human development versus student development), training standards, the role of student affairs in work settings, and most importantly, the apparent unwillingness of the field to deal with these problems in substantive ways" (p. 19).

Carpenter et al. (1980) analyzed the literature using Wrenn's (1949) sociological model of professionalism and found that student development was an emergent profession with some confusion over what it is supposed to be, and one that has been historically on the "fringe of education" (p. 17). But Carpenter et al. (1980) further stated that more than ever before the field of student development is based on distinct theory and preparation criteria. Delworth and Hansen (1980), Knock (1988), Kuk (1988), and Williams (1988) expressed concern, noting that with the advent of effective academic programs the field has been helped to assimilate and integrate appropriate knowledge, skills, attitudes, and patterns of behavior necessary for the graduates to successfully carry out student development roles such as counselor, administrator, and educator in the process of developing students. Carpenter et al. (1980) disagreed with

their own literature review and stated, "one has only to read Crookston (1976), Miller and Prince (1976), and Rodgers (1980) for three examples of fundamental literature concerning the fields emerging developmental theory base" (p. 19).

Student development continues to question its professional existence on the basis of issues related to training, specialization, and roles in the organizational structure (Barr, 1986; Carpenter, Miller, & Winston, 1980; Delworth & Hansen, 1980; Kuh, Whitt, & Shedd, 1981 and Stamatakos, 1981);. Using the models of Matarazzo (1977), Flexner (1915), or Wilensky (1964), the issue should not be whether student affairs/student development is a profession but agreement and acceptance among the professionals of the basic premises, beliefs, assumptions, and values that guide the individual practitioner's efforts and the coming together into one broad profession recognizing the specialists and generalists within the group with appreciation of a shared vision.

Kuk (1988) stated it most appropriately: "a house divided against itself cannot stand" (p. 398). She called for validation of the much vaunted theoretical base and stated that the profession has done little to present a collective force to legitimize the two sides of the profession, the academic and the practitioner into one -

educator; and to recognize the educator's role as having equal stature with the traditional academic role.

Furthermore she made the point that, in support of the need for scientific, data-based, empirical research on the theoretical base of the field , it is important to use both practitioners and academicians views about the field's standards of practice. Kuk (1980) stated: "We claim to have a theoretical base but have not strategically planned a way to validate its' use for application" (p. 398). She made four recommendations: (1) Stop debating the issue on our professional existence and accept our professional assumptions, beliefs, and roles, (2) collectively develop plans for the profession's mission, (3) develop research and assessment projects that will substantiate our theory and practice, working for equality as professional educators, and (4) gather the courage to challenge and risk the uncertain to examine ourselves and know we truly are a profession.

In support of the field already attaining establishment as a profession, Kuh, Whitt, and Shedd (1987) described student development as ... "By the mid-nineteen eighties, what was once a loose federation of practitioners from diverse backgrounds joined together by an altruistic interest in the welfare of college students had evolved into a guild-like society with specialized functions grounded in

human development and organizational theory, entry qualifications, and differentiated standards" (p. 93-94).

The literature also presents opposing views, warning that standards tend to reinforce the status quo and reduce receptivity to challenge practices (Kuhn, 1970; Kuh, Whitt, & Shedd, 1988; Rickard, 1988). But the majority of the literature reviewed followed Penn's (1974) suggestion that the field of student development define itself as a profession focusing on standards of excellence which are grounded in theoretical bases of human development. He noted that as long as the profession maintains and advocates scientific, quantitative, empirical research on the standards and training needed to perform the job in student development, the profession will be responsive to the future. Stamatakos (1981) advocated that research on the theoretical base be conducted on the knowledge, skills, and competence required to perform the various jobs in student development work, and that such research is necessary to aid in the developmental process of a true profession in student development. Kuk (1988) reiterated this point and stated, "we must develop research and assessment projects that will substantiate our theory and practice " (p. 399). Moore (1988) advocated "self-regulation, including peer judgement of quality of work done, standards for entry, and development of a language for its knowledge that is unique"

(p. 401) to student development. She further pointed out that "we are making efforts to regulate entry into our field and we are professionals working in a profession known as student affairs" (p. 401).

With the sponsorship of the Council for the Advancement of Standards (CAS) and CACREP, sound attempts have been made to develop guidelines and standards, a code of ethics, and standards for training. Student development professionals have been proposing a standardization process as far back as 1948 with Anderson's proposal of professional standards and six core areas of study for college personnel workers. To date, however, little research substantiating what is actually needed in training programs has been reported. The conversation in the literature has been prolix, but quantitative analysis and study are virtually non-existent.

The literature takes two views, one warning against comparison to the development of the fields of medicine, psychology, and law (Rickard, 1988), and the other praising the parallel development of student development as exemplary of an equal profession with diverse specialties and roles but with shared vision and common professional philosophy (Williams, 1988). Rickard (1988) reminded us that questioning and debate are healthy exercises, so the purpose of study is to concern ourselves with the important task of critical self-examination, clarification, and articulation

of a common comprehensive philosophy as Stamatakos and Rogers (1984) suggested. CAS and CACREP have established the standards that have already identified a common set of content constructs of skills, competencies, and knowledge bases for practitioners in the student development profession. Evans (1988) supported the position that with the development of standards for professional education, the field of student development is requiring that students be trained more extensively before entering into professional positions, therefore implying common core learning, which is an attribute of a true profession.

The focus of this study is on the CACREP standards. These standards have been in place and used to accredit graduate training programs since 1977, with a revision in July 1988 and the expected third review in 1993. A thorough search of the literature did not reveal research designed and conducted to gather baseline data on the usefulness of CACREP's conceptual definition of necessary knowledge and skills or to assess the content of these professional training standards by the practitioners in the field.

Knock (1988) called for regular examination of core skills, knowledge, and competencies from "both within and at large" (p. 395). He indicated the most well-established professions must experience this process, mentioning both medicine and law. Examinations of skill and knowledge do

influence the professional identity, staff morale, effectiveness, and lend credence to the profession. The ongoing process of self-evaluation and examination is dynamic, not static (Knock, 1988).

Carr-Saunders and Wilson (1933), Matarazzo (1977), and Shimberg (1981) suggested that the development of a profession must include the validating process of its content by which practitioners have the opportunity to provide feedback on the standard's worth to job relevancy and professional practice. Matarazzo (1977) and Shimberg (1981) encouraged educational leaders to work with the practitioners in the field to develop future standards. They further stated that this process will maintain vitality and viability in the whole accrediting process as it relates standards to job relevancy.

Conclusions

Resolving concerns about a discipline must begin with an adequate definition of the field as a profession. Doing so involves consideration of a core curriculum in the general field that is common to programs that prepare professionals such as student development workers. The need for such a body of knowledge, and support for such knowledge as the foundation of practice in student development, is crucial. Without such a fundamental relationship between education in the theoretical, scientific base of student

development and practice, regulation and control of practice will continue to be difficult. Professional practice involves more than actual performance and application of knowledge as opposed to the mere possession of knowledge. It also involves performing in a manner that is distinguishable as quality professional practice. To derive quality practice, a comprehensive set of theoretical and practical activities are needed, including specifications as to what is useful in practice to the practitioners and including the most recent changes in practice.

The challenge to student development is to seek theoretical, empirical, and practical evidence that the knowledge base of educational training and practice standards are good and useful to the practitioners in the field. As a result of practitioner scrutiny of the CACREP educational standards usefulness, the profession will have taken a step forward in the advancement of the field of student development.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

Chapter three contains the introduction, research questions, research methods, questionnaire development, sample, pilot study, survey modifications, final study research methods, sampling procedures, data collection and analysis procedures.

The study investigated the perceived opinions of student development workers in southeastern United States on the job relevancy of the CACREP specialty standards for student development. Theoretical framework for this inquiry is based on the process of professional development suggested by Carr-Saunders and Wilson (1933), Matarazzo (1977), and Shimberg (1981) for examination of a profession's educational training standards by its practitioners.

The study is modeled after Jaeger's (1986) study of the job relevancy of the National Board of Certified Counselors examination. Jaeger conducted an assessment of the perceived job relevance of the National Board for Certified Counselors (NBCC) Examination by certified counselors. The NBCC provides a certification process for professional

counselors. The purpose of Jaeger's 1986 examination was to assess the applicants' (cognitive) knowledge of counseling information and counseling skills necessary for effective counseling practice. His examination was also designed to measure the knowledge and skills that should have been acquired by the applicants in their various formal academic programs.

The items on the NBCC examination were solicited from all members of the American Association for Counseling and Development (AACD). AACD, when it was ACES, is the same organization that developed the CACREP standards. The content of the NBCC Examination is similar to the content of the CACREP training standards with only slight rewording.

Following Jaeger's 1986 study as a model, participants in this current study of student development standards were members of ACPA and National Council for Student Development (NCSd) who occupy student development positions in colleges and universities in the states of Alabama, Florida, Georgia, Louisiana, North Carolina, South Carolina, Tennessee, and Virginia.

Opinions were sought on the value of the content of each CACREP standard to work performed in student development jobs. Participants were presented with a set of items containing the content of each of the CACREP standards and asked to rate the items in terms of their relative importance to their current jobs.

Jaeger's (1986) study had the same purpose of ascertaining opinions on the perceived job relevance of the core areas on the NBCC Examination as this study does of the opinions on usefulness of the CACREP standards to student development practice.

Viewpoint of the Practitioner

Research conducted from the viewpoint of the practitioner has been reported in the literature for other fields of inquiry for some time, including studies by Carr-Saunders and Wilson (1964) on lawyers, Flexner (1925) on medicine, Jaeger (1986) on counseling, Matarazzo (1986) on psychology, and Peterson (1981) on psychology. The research has been considered to be valuable in the development of each of these professions. It is recognized that self-reports, such as practitioners' opinions, suffer some loss of accuracy in re-constructed perception. There is a general tendency toward the mean when using rating scales and a typical inflation of self-scoring of desirable answers with an understatement on the selection of undesirable answers (Smith, 1975).

The self-report instrument used in this study was modeled after the questionnaire developed and employed by Jaeger (1986) in the NBCC study. The instrument was field tested in a pilot study to determine usefulness of the instrument. The pilot study results are discussed later.

Research Questions

The research questions explored by this study were intended to secure opinions on how the CACREP standards are viewed by current practitioners. All questions are under the major question addressed to the student development practitioners: "How relevant either activity or as background to the work you do are the following areas of knowledge and skill? (current job relevance)."

1. Overall, are there differences in how the various groups of student development practitioners view the standards' job relevance?
2. Does one's gender influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
3. Does one's ethnicity influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
4. Does one's years of service as a student development practitioner influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
5. Does one's type of employment institution (Public, Private, 2 year, or 4 year) influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?

6. Does one's level of degree earned, major, year, institution, influence how one responds to the job relevance of CACREP's 11 core areas? If so, to what extent?
7. Does one's level of position or title, (senior, middle, or lower level personnel), influence how one responds to the job relevance of CACREP's 11 core areas? If so, to what extent?
8. Does one's career plans to remain in the field influence how one responds to the job relevance of CACREP's 11 core areas? If so, to what extent?
9. Does one's membership in professional organizations influence how one responds to the job relevance of CACREP's 11 core areas? If so, to what extent?
10. Does one's degree program type, CACREP or Non-CACREP, influence how one responds to the job relevance of CACREP'S 11 core areas? If so, how much?
11. Have the CACREP standards had an effect on the field? Do the standards matter to the current practitioners: i.e. are they of value, and to what extent?
12. Do the practitioners plan to remain in the student development profession?

Independent variable classifications are by demographics; i.e., gender, ethnicity, years of service as a student development practitioner: type of employment institution; i.e., four-year undergraduate and undergraduate programs and two-year, public and private, program type: degree received from a CACREP accredited or non-CACREP accredited program: level of degree earned, professional title/position: career plans to remain in student development: and professional organization membership.

The dependent variables are the response frequencies of the respondents on each of the 69 questionnaire items.

Research Method

Development of the Questionnaire

The instrument items were developed by paraphrasing, collapsing, and condensing each of the CACREP entry level program standards and environmental and specialty standards for student affairs practice in higher education (SAPHE). The original CACREP standards are reported in Appendix A. A cross walk was developed to index each standard's content to each of the items on the questionnaire. This procedure was used due to a duplication of topics between the entry level standards and the SAPHE standards reported in Appendix B. The crosswalk (in Appendix C) illustrates how the standards were collapsed and synthesized into common items on the

instrument. Reduction of the wordiness was done on a limited basis and carefully done to retain intent while adding clarity to some items. For example, "the understanding of types of research" was modified to read "research methodologies and designs" and "principles of research proposal and report development and evaluation" to read "research proposal writing." All subject matter covered by each set of standards was represented by an item on the instrument. This minimal language and terminology editing preserved the original subject matter integrity and produced an easier to understand questionnaire. The changes were reviewed by professionals familiar with CACREP standards to verify the meanings of terms as remaining unchanged for standards' intent. The crosswalk is included in Appendix C.

The instrument consisted of 69 topic items, each describing a specific subject of a standard(s) and 10 demographic items. The topic items were organized into the 11 major (core) areas as addressed by the standards:

- (1) Higher education, student affairs functions, and student development applications;
- (2) American college student and the college environment;
- (3) Helping relationships and career development;
- (4) Human development theory and practice;

- (5) Organizational behavior and development;
- (6) Administration;
- (7) Research and Evaluation;
- (8) Administrative uses of computers;
- (9) Practicums and internships;
- (10) Appraisal; and
- (11) Professional orientation.

The items in each of the standards are printed in Table 1.

**Table 1. --Survey Items For Each Standard
Listed By Core Area**

**Higher education, student affairs
function, and student development
applications:**

- 1. History and philosophies of higher education/applications
- 25. Pertinent research & types of research
- 47. Current issues and future trends in higher education
- 2. Student development models and theories
- 26. Variations in student services functions within institutions of higher learning
- 48. Legal aspects of the institution and the students
- 3. Theories of human development of student and applications
- 27. Student development programming
- 49. Sociocultural factors influencing students' lives
- 4. Characteristics & attitudes of traditional & non-traditional students
- 28. Professional standards role & function in higher education
- 50. Student affairs professional functions in higher education

**American College Student and the
College Environment**

- 5. Impacts of differing college environments
- 29. Needs analysis approaches applicable to student populations
- 51. Environmental assessment techniques

**Helping Relationships & Career
Development**

- 6. Counseling theories & applications
- 30. Research on counseling processes
- 52. Active-listening/facilitative-responding skills and techniques
- 7. Methods of facilitating self-awareness in students
- 31. Career development & career counseling theories relevant to student & adult populations
- 53. Career exploration instruments & techniques
- 8. Gender roles & life patterns

**Human Development Theory and
Practice**

- 32. Understanding & application of theories of human development from age 17 to adulthood...

**Psychosocial
Cognitive-development
Person-environment
Humanistic
Behavioral**

- 54. Student development programming models and implementation
- 9. Sociocultural foundations for understanding college students
- 33. Individual, group, & environmental assessment techniques

**Organizational Behavior &
Development**

- 55. Understanding & application of organizational theory
- 10. Organizational diagnosis, design, behavior, planning, & management
- 34. Organizational leadership theories, model, & practices
- 56. Process consultation applied to higher education
- 11. Naturalistic research, evaluation, & feedback methods
- 35. Organizational change, decision making, & conflict resolution approaches
- 57. Small & large group theories, dynamics, processes & interactions
- 12. Structural group interventions applicable to development of colleges
- 36. Structural group interventions applicable to development of students
- 58. Theories and types of group interactions for leadership development & training
- 13. Role & functions of professional standards for accreditation & program development

Table 1 Continued on Next Page

Table 1 Continued

Administration

- 37. Legal aspects of higher education (student, faculty, & staff)
- 59. Theories & methods of personnel supervision & evaluation
- 14. Issues/trends in unionization & collective bargaining
- 38. Budget/finance history & practice
- 60. Government & policy making history and practices
- 15. Human resource development practices
- 61. Information management history & practice.

Research and Evaluation

- 16. Basic statistics
- 39. Research methodologies & designs
- 62. Proposal writing
- 17. Evaluation models & methodologies

Administrative Uses of Computers

- 40. Uses of computers in the area of forecasting, budgeting, planning, policy analysis, & resource allocation
- 63. Uses of computers in communications (information management & word processing)
- 18. Hardware & software uses for student affairs administrative purposes

Practicums & Internships

- 41. Supervised practicums (less than 299 hours) in the activities of various professional roles in student affairs while in college
- 64. Supervised internships (300 or more hours) in the activities of various professional roles in student affairs while in college

Appraisal

- 19. Understanding of group & individual education/psychometric theories, applications & interpretations
- 42. Data gathering methods
- 65. Validity & reliability
- 20. Psychometric statistics
- 43. Factors influencing appraisals
- 66. Use of appraisal results in the helping process
- 21. Types of appraisal
- 44. Methods of appraisal
- 67. Ethical considerations in appraisal data use

Professional Orientation

- 22. Professional roles & functions
- 45. Professional goals & objectives
- 68. Professional organizations & associations
- 23. Helping professions history & trends
- 46. Ethical & legal standards of practice
- 69. Professional preparation standards
- 24. Professional credentialing, licensure, & accreditation practices

The items were presented in a four page survey arranged in booklet format for ease in answering. Participants were provided with boxes to check a rating for each of the items in terms of importance of that subject matter to performance in their jobs in student development. Responses were made on a 4-point Likert scale, with 5 = critical to job, 4 = important to the job, 3 = questionable importance to job, and 2 = not important to job. A response of 1 indicated don't know the value to the job.

Ten demographic items, as mentioned earlier, were designed to gain insight into the answers received from particular groups of respondents. The researcher sought specific data on the role of the professional in the field of student development by which to analyze the resulting data. Otherwise the participants' replies were designed to maintain anonymity.

The forms were coded with a numerical identification code in order to facilitate researcher record-keeping and maintain respondent confidentiality. (See Appendix D for a copy of the final study survey instrument with pilot study amendments incorporated.)

Sample

It was decided that the clearest basis for analysis would be gained by selecting as participants those individuals who occupy current positions in student

development in colleges and universities. An accurate method by which to do this was a review of the membership rosters of the American College Personnel Association (ACPA) and the National Council on Student Development (NCSD) Association. ACPA is affiliated with the American Association for Counseling and Development (AACD), and NCSD is affiliated with the American Association of Community and Junior Colleges (AACJC). It was believed these lists would give the optimum basis for accurate opinions on the job relevancy of the standards' content. A random sample of 1100 individuals was drawn from the population of both association's membership lists for 1989-90.

The random sample of 1100 was stratified by four-year and two-year colleges, public and private, and by state. Due to the researcher's limited finances, the study only surveyed states in the southeast including Alabama, Florida, Georgia, Louisiana, North Carolina, South Carolina, Tennessee, and Virginia. The following criteria had to be met for individuals to be included in the sample; a) members of ACPA, or b) members of NCSD, c) current student development practitioner employed in a college or university, and d) willingness to participate in the study.

Pilot Study

As no study has been identified to date on the opinions of student development practitioners on job

relevancy of the standards -- and indeed very little written on the standard's validity -- this entire investigation could be considered a pilot study. In order to ensure the best possible clarity and "fit" with the intended population, it was judged best to field test the instrument with the assistance of six current practitioners.

Each of the pilot study participants was contacted by telephone, informed of the proposed research and the need for a pilot study, and asked for help. All six agreed to participate. The six were:

1. A four-year university professor who had familiarity with the CACREP standards' purpose and content and survey research.
2. A chief student development practitioner, with a doctorate, working in the community college system.
3. and 4. College student development practitioners with survey research experience working in public four-year institutions.
5. A doctoral student in student development with work history in student development prior to returning to graduate school.
6. A four-year university research and statistics professor who has conducted similar validation research.

The pilot survey packet containing the letter of introduction (Appendix E), pilot survey instructions and instrument (Appendix F), and critique sheet (Appendix G) were sent to the sample of six. The sample participants were requested to evaluate the survey protocol, to make comments, and to suggest recommendations on clarity and wording of items. Thorough critiques were received from all six participants (100% return rate).

The researcher's five doctoral committee members also were asked to critique the pilot study survey packet. Four out of five of the committee members responded (80% return rate).

While there were comments about clarity of terms and format of the survey, respondents generally agreed that the intent of the investigation was clear, and that the content was reasonable for use. The sample respondents' feedback was concentrated into four areas:

1. The cover letter and instructions;
2. The clarity of terms used in some of the survey items;
3. The second (future) research question;
4. Precision of the demographics of respondents; and
5. General comments on the appearance and usability of the survey.

The cover letter comments addressed several issues. The participants wanted more information on how this research would aid the profession in furthering its development. Also, it was suggested that a further explanation of how the respondents could request a copy of the final results of the study should be made clear in the cover letter.

Participants reported some difficulty with the instructions for completing the survey. The difficulty centered on the use of a letter and a number over the rating scale columns for a response (e.g., "C" and "1" for Critical and "DK" and "5" for Don't Know).

In response to the items in general, there was confusion over terms drawn from the CACREP standards. The respondents wanted more simple, less technical terms for what they perceived were vaguely stated phrases and terms.

The respondents also had difficulty with the frame of reference they should use in responding to the items. For instance, they wanted more information as to whether the response should be based on previous course work in training programs or on actual day-to-day work experiences. There was also a desire for more explanation as to whether they should respond to the questions based on personal job use or based on the broad job use with or by subordinates possessing the skills and knowledge; e.g., did they actively

have to use the knowledge or skill or simply believe that it was important that they have the knowledge in their background or repertoire of skills to call upon when needed?

The respondents all had difficulty with the second research question asking for opinions on the future job relevance of the items. Future relevance was reported as too subjective and difficult to predict. Projective questions are often sighted as unproductive in survey research (Jaeger, 1986). Respondents stated they were uncertain as to their future in student development or uncertain on how to determine the future job relevance of items with the future uncertain.

Demographics also raised some interesting points for query. A purer sample was suggested with specific personnel in student development used as the random sample for the final study. Respondents questioned the relevance of the respondent's current institution as a variable. The question appeared to the sample as too personal, and confidentiality seemed to be inadequately addressed.

Respondents had difficulty with the title items and believed it would be more valuable to know the rank of the respondent in the organization. It was suggested that a grouping of titles be developed with a check-off question to be added to the demographics for the final study.

It was suggested that the final study's sample eliminate graduate students and graduate assistants without formal titles and permanent positions because they could not judge relevance to the profession yet. It would still be a "future" question to this subset of the population.

Respondents suggested the final study have a demographic variable regarding involvement in professional organizations and formulation of a question for collecting this datum be added to the demographics.

Overall, the survey took 15 to 20 minutes to complete, and the format and length of the instrument were reported as conducive to responses. The respondents were comfortable with the intent and overall purpose of the survey and thought it to be of value to the development of student development as a profession.

Survey Modifications

As a result of the pilot study, the following modifications were made in the final survey packet.

The final survey sample was drawn from ACPA and NCSD current mailing lists to ensure the most suitable broad sample of current practitioners in student development.

The southeastern states remained the boundaries of the sample. The sample excluded graduate students/ assistants unless they had practical work experience prior to returning to graduate study (determined by the years of service

question). Titles were grouped by senior, middle, and lower level personnel in order to analyze opinions by level of position or title. The position groupings of titles were validated by professionals/experts prior to conducting the final survey.

A process of numerically coding the survey instruments was developed by the researcher for cross-referencing the sample. Confidentiality was reaffirmed in the cover letter.

The listing of professional organizations was developed and added as a question to the demographics. The following organizations are included in the listing: NAWDAC, APA, NASPA, SACSA, ACPA, AACD, AERA, other (write in).

The second research question, future relevance, was deleted from the study. The major research question was retained and clarified. The question to the practitioners on the survey now reads:

As a student personnel development practitioner, how relevant either actively, or as background, to the work you do are the following areas of knowledge and skill? (Current Job Relevance).

The survey instructions were simplified as a result of the elimination of the second research question. Only a number (1-5) was used to designate the response rating scale categories. The response scale was repeated at the top of each page of the instrument over the response boxes.

The value of the study to the profession was more thoroughly addressed in the cover letter. The cover letter also specified that the knowledge and skills may or may not have been covered in specific courses, and may have been acquired knowledge and skills. Confidentiality was also more precisely stated in the cover letter.

An attempt was made to make CACREP terms less confusing by the development of simpler terms or phrases. These terms and phrases were validated with a sample of professionals/experts prior to rewriting the final survey items. The professionals were selected graduate school faculty at the University of North Carolina at Greensboro and professionals in the field of student development in North Carolina. The researcher sent a sample to each person for review and comment. Consensus was sought and gained on terms definitions and use.

The cover letter included a notation of how to contact the researcher if the respondent was interested in receiving the final results of the study.

The study now had these variables by which to analyze the data; i.e.,

- (1) gender,
- (2) ethnicity,
- (3) years of service as a student development practitioner,

- (4) type of employment institution (public, private, two-year, four-year),
- (5) type of degree program CACREP or Non-CACREP accredited;
- (6) Level of degree(s) earned (bachelors, masters, educational specialist, or doctorate),
- (7) professional title/position level, senior, middle or lower level personnel,
- (8) future career plans, and
- (9) membership in professional organizations.

Final Study Research Methods

Sampling Procedures

As stated earlier, the population for the final survey from which the sample was drawn is the American College Personnel Association (ACPA) and the National Council on Student Development (NCSD) current membership lists for 1989-90.

When the membership lists were received, a sample of 1000 individuals was initially drawn. Due to the nature of the lists and to allow for maximum coverage of the two year colleges, the entire NCSD membership was used. There were only 55 members. The ACPA listing had 1,112 members. The states represented in both listings were Alabama, Florida, Georgia, Louisiana, North Carolina, South Carolina, Tennessee, and Virginia. To lower the sample to 1000, every third name on the ACPA listing was randomly selected out of

the sample. The original lists of names were maintained for possible follow-up, if necessary.

The only criterion for inclusion in the population was membership in one of the two associations and a willingness to respond to the survey.

Data Collection

All survey participants selected in the sample received a survey packet with a cover letter. The survey packet consisted of the cover letter, set of definitions, instructions, the survey, and a postage paid return envelope. Three weeks were allowed for return of the surveys. A reminder post card was mailed during the fourth week. The card indicated the importance of their participation and indicated that if they did not receive a survey to please let the researcher know by telephone or by mail.

The researcher was pleased to receive 45 telephone calls from respondents indicating they never received the original survey. The replacement survey packets were mailed. Appendices D, H & I include D- Final Survey Packet, H- Cover Letter, and I- Reminder Post Card.

Four months into the collection of data a return of 439 of the 1000 was received. At that time there were 26 undelivered or lost. A follow-up mailing of an additional 100 surveys was conducted. The additional 100 were selected as a random sample from the remaining names on the original

mailing lists that were not used previously. This brought the total mailing to 1100.

The researcher attempted this extra effort to achieve the desired return rate of at least 50%. A total of 498 responses (45.3%) were received after the second mailing. This was close to the desired 50% and was considered acceptable to conclude data collection. The surveys were formatted so that responses could be assigned a numerical value and entered into the computer system. The answers to the dependent variables were coded with "critical to the profession" being assigned a value of 5, "important" a value of 4, "questionable importance" a value of 3, and "not important" a value of 2. "Don't Know" was assigned a value of 1.

Each returned survey was first hand coded and then computerized on a micro computer. The raw data were re-checked against the computer print-out after being entered to verify accuracy in data entry and to determine usable data. The edited data were transferred to the UNCG mainframe computer and analyzed by the SAS statistical package.

Analysis Procedures

This study was conceived and designed as a quantitative study modeled after Jaeger et al's (1986) NBCC study and a replication of their method of data analysis was considered appropriate. The instrument used was constructed with

stringent controls for validity and reliability (Bogdan & Biklen, 1982; Isaac & Michael, 1984; Jaeger, 1984; Patton, 1980), with careful verifying that the intent of the original standards had not been altered in the survey item construction and paraphrasing. Every effort was made to provide a clear and useful understanding of the standards' intent in each of the items. Usage of terms was verified by experts to be sure intent was clear.

The objective was to determine the fit between the subjects impressions and opinions of the standards and the standards in current use in graduate training programs.

The researcher attempted to design the survey instrument and the study to accurately reflect the standards and to accurately gather the data on job relevancy opinions of the practitioners. The return rate of 45.3% was examined and accepted. The data were coded by translation of the item responses and respondent demographics into numerals (0,1,2,3,etc.) for purposes of analysis and editing. The usefulness of questionnaires and responses was determined by close examination by the researcher. Some 34 surveys were determined not useful due to positions held which were not considered as current student development practitioners, such as a full professor or a graduate student with no work experience. These survey results were excluded from the data, leaving 464 usable data sets.

The raw data after coding were entered into a micro computer and edited. The UNCG Statistical Consulting Center provided a useful model for setting up the data in Word Perfect files. The data were transferred to the mainframe at UNCG and analyzed using the SAS statistical software.

A preliminary examination of the data was conducted to determine if there were independent variables that had little or no effect on the dependent variables. To analyze the value of the responses, it was determined that only those variables that might possibly be related to more accurate value of the CACREP Standards would be analyzed. The following procedures were used in choosing the variables likely to have the greatest value. The researcher attempted to gain the most reliable, committed opinions on the standards. The researcher has operationally defined "committed opinions" as the opinions of practitioners who were more likely to provide dedicated, serious responses that were of most value to the field of student development. (See definitions of terms in Chapter 1 for more thorough explanation of " committed practitioner").

The five most important independent variables to the profession chosen were:

1. years of service in student development field; 0 to 5 years versus 6 or more;

2. advanced degree; bachelors versus masters, specialists, or doctorate degree;
3. title; senior, middle, or lower level personnel;
4. desire to stay in the field; yes or no; and
5. professional organization membership; two or more.

It was determined that a respondent who satisfied these five most important independent variables had opinions that were more valuable in analyzing the data. These respondents were viewed as more committed to the profession of student development. Therefore their opinions of the CACREP standards are of more value to the profession's future. Since the CACREP standards were the basis of the study, of interest to the researcher was the question of whether degree received from a CACREP accredited program influenced the practitioners responses to the 11 core areas.

As this study is considered to be an exploratory study as opposed to a confirmatory study, analysis of variance was chosen as the best method to analyze the data. The independent variables are discrete rather than continuous. The researcher attempted to determine all areas that might have some effect on the dependent variables and did not want to exclude any areas of significance that could be important to future research.

The 69 dependent variables were divided into 11 core areas or sub-scales. A mean rating of job relevance for

each of the 11 major sub-scales of items was conducted to reveal differences between the five independent variables. The analysis accepts the premise that the 11 sub-scales are probably correlated.

Data were analyzed by frequencies, range, mean, standard error of measurement, analysis of variance (ANOVA) and t-tests.

ANOVA was used to analyze the differences of the means of the 3 sub-levels of title and the importance of each of the 11 core sub-scales of the CACREP standards. An additional ANOVA was used to analyze the differences of the means of the 4 levels of years of service and the importance of each of the 11 core sub-scales of the CACREP standards. A maximum of .05 alpha level was adopted and, where appropriate a .01 alpha level, to indicate significant differences.

F-tests were conducted to test for group differences of a variable analyzing for the effects between the sub-scale variables. The probabilities of a value less than F occurring were reported.

T-tests were used to determine the differences between each of the 5 independent variables and the importance of each of the 11 core sub-scales of the CACREP standards.

A preliminary data analysis was conducted to determine if there were independent variables that yielded little to

no effect on the dependent variables. A discussion of the independent variables having the greatest effect was reported.

Relevant inferences to the population of the student development practitioners in the southeast were drawn and reported.

CHAPTER IV

RESULTS

Introduction

Chapter IV presents the results of the data analysis as determined by t-tests and analysis of variance procedures. In this study, data were collected from student development practitioners regarding their opinions of the perceived importance of the CACREP standards to their current positions and practice in the field. These are the research questions explored by this study.

1. Overall, are there differences in how the various groups of student development practitioners view the standards' job relevance?
2. Does one's gender influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
3. Does one's ethnicity influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
4. Does one's years of service as a student development practitioner influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?

5. Does one's type of employment institution (public, private, 2 year or 4 year) influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
6. Does one's level of degree earned, major, year, institution, influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
7. Does one's level of position or title, senior, middle, or lower level personnel, influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
8. Does one's career plans to remain in the field influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
9. Does one's membership in professional organizations influence how one responds to the job relevance of CACREP'S 11 core areas? If so, to what extent?
10. Does one's degree program type, CACREP or Non-CACREP, influence how one responds to the job relevance of CACREP'S 11 core areas? If so, how much?
11. Have the CACREP standards had an effect on the field? Do the standards matter to the current practitioners: i.e. are they of value, and to

what extent?

12. Do the practitioners plan to remain in the student development profession?

Frequency distributions with percentages are reported for the demographics of the sample. Means and standard errors of measurement are reported for years of service in the field, level of degree earned, level of position (title) in the field, career plans to remain in the field, professional organization memberships, and type of degree program accreditation. The ANOVA procedures and t -test results follow the demographics description.

The chapter consists of a discussion of the overview of the study and results, demographic information, overall sample analysis, analysis of subscales, and summary.

Overview of the Study and Results

The sample consisted of student development practitioners in the eight southeastern states who were active 1989-90 members of American College Personnel Association (ACPA) and/or National Council for Student Development (NCSD). A random sampling method was used to achieve a total sample of 1100. The returned questionnaires yielded a sample of 498, a response rate of 45.3%. The SAS statistical analysis system was used to analyze the data. The dependent variables were eleven core areas or subscales composed in total of 69 items. The dependent variables

are:

- (1) higher education, student affairs functions, and student development applications;
- (2) American college student and the college environment;
- (3) helping relationships and career development;
- (4) human development theory and practice;
- (5) organizational behavior and development;
- (6) administration;
- (7) research and development;
- (8) administrative uses of computer;
- (9) practicums and internships;
- (10) appraisal, and
- (11) professional orientation.

The five independent variables are:

- (1) years of service;
- (2) level of degree received;
- (3) level of position or title;
- (4) future career plans, and
- (5) professional organization membership.

The subscales were analyzed using five independent variables that were determined to be the most reliable and related to the commitment or dedication of the practitioner to the field. As defined in the section in chapter 1 on

operational definitions, the term "committed" is used to indicate the degree or extent to which a person working in the field is likely to be dedicated to the field. The more dedicated a person is, the more the person is assumed to have thoughtful, reliable opinions about what skills and knowledge are needed to practice in the field. The independent variables used in the analysis of the subscales are:

- (1) years of service or tenure in the field (1 to 5 years, 6 to 10 years, 11 to 15 years, or 16 plus years);
- (2) level of degree earned (bachelors or less, or advanced degree i.e. masters, educational specialist, or doctorate);
- (3) level of position or title (senior, middle, or lower level personnel);
- (4) career plans to remain in the field of student development (yes or no), and
- (5) professional organization membership (one, or two or more).

As the study involved the CACREP standards, a separate t-test was conducted and analyzed on the independent variable, CACREP versus Non-CACREP program, to determine the influence of graduation from CACREP accredited programs on the opinions of the student development practitioners.

Demographic Information

As described in Chapter III, the questionnaire was originally mailed to 1,000 persons. After the first mailing, only 439 questionnaires were usable. A second mailing was sent to an additional 100 persons bringing the total mailing to 1100. A total return rate of 45.3% was achieved after receipt of 498 questionnaire results. Of these, 34 were ruled out of the data analysis due to changes in position, graduate student status, retirement, or positions considered not to reflect active practitioner involvement, such as professors. Therefore, the usable sample included 464 respondents.

Demographics Description

A complete report of the demographic characteristics of the respondents is presented in Table 2. Some respondents did not report all characteristics. Therefore, totals reported do not always equal the number of respondents in the sample.

Table 2. --Demographics of Respondents

Category	<u>n</u>	%
<u>Gender</u>		
Male	200	43.2
Female	263	56.8
Unknown	1	
TOTAL	464	
<u>Ethnicity</u>		
White	418	90.9
Black	35	7.6
Hispanic	5	1.1
Native American	0	0
Asian	2	0.4
Other	0	0
Unknown	4	
TOTAL	464	
<u>Years of Service</u>		
1 - 5	139	30.3
6 - 10	106	23.1
11 - 15	79	17.2
16 - +	134	29.3
Unknown	6	
TOTAL	464	
<u>Type of Institutional Work-place</u>		
Public		
2 - year	100	23.1
4 - year	222	51.3
Private		
2 - year	15	3.5
4 - year	96	22.2
Unknown	31	
TOTAL	464	

(Table 2. Continued on next page)

Table 2. Continued

Category	<u>n</u>	%	Unknown or No	TOT
<u>Degrees Earned</u>				
Bachelors	436	99.5	28	464
Masters	412	95.2	52	464
Educ Spec	42	9.2	422	464
Doctorate	170	36.8	294	464
<u>CACREP Accredited Degree Program</u>				
Yes		93	45.6	
No		111	54.4	
Unknown		260		
TOTAL		464		
<u>Career Plans to Remain in the Field</u>				
Yes		397	87.8	
No		55	12.2	
Unknown		12		
TOTAL		464		

Table 2. Continued on next page

Table 2. Continued

Category	<u>n</u>	%
<u>Position of Title Level</u>		
<u>Senior Management</u>	147	32.0
	<u>n</u>	%
Vice Chancellor	30	6.5
Dean	63	13.7
Associate Vice	8	1.7
Assistant Vice	7	1.5
Associate Dean	23	5.0
Assistant Dean	16	3.5
	<u>n</u>	%
<u>Middle Management</u>	183	40.0
Director or Coord	118	25.7
Asst Dir or Coord	65	14.2
	<u>n</u>	%
<u>Lower Management</u>	129	28.0
	<u>n</u>	%
Counselor	84	18.3
Registrar	1	0.2
Chaplain	0	0.0
Admissions Coun	0	0.0
Recruiter	0	0.0
Other	44	9.6
Unknowns	5	
TOTAL	464	

Table 2. Continued on next page

Table 2. Continued

Category	<u>n</u>	%	No Response	TOTAL
<u>Professional Organization Membership</u>				
NAWDAC	41	8.8	423	464
APA	45	9.7	419	464
NASPA	129	27.8	335	464
SACSA	84	18.1	380	464
ACPA	365	78.7	99	464
AACD	322	69.4	142	464
AERA	10	2.2	454	464
Other Organizations	384	82.8	80	464

Academic Majors

The respondents were asked to report their academic major area of study. Table 3 reports the distribution of majors for each level of degree earned. The data have been grouped into related majors due to the large variation in degrees. A total listing of all degrees are listed in Appendix J.

The distribution of majors reveals the tremendous variation in the academic preparation of the student development practitioners. The majority of the bachelors degrees are in human relations areas such as psychology, behavioral science, or sociology. The masters degrees are concentrated in the area of counseling, as are the educational specialist degrees. The doctorates are in student development or student services and in counseling or counselor education. The respondents did not differentiate between student development/student services and counselor education, so it is unknown whether these two categories are in the same program, which is possible.

Table 3. --Distribution of Majors

Bachelors		Masters		Educ. Spec.		Doctorate	
Majors (Missing = 61)	<u>n</u> 403	Majors (Missing = 73)	<u>n</u> 391	Majors (Missing = 426)	<u>n</u> 38	Majors (Missing = 301)	<u>n</u> 163
Business, Economics, Finance	37	Business Higher Ed. Administration	8 17	Educational Administration	8	Higher Ed. Administration	22
Art, Music Theatre	18			Business	2	Adult & Community College Educ	2
Humanities, Language Arts	48	English/ Language Arts	2			Languages/ Literature	1
Nursing	2	Nursing/ Health	3	Health Education	1	Public Health	1
History, Political Science	59	History Political Science	26			Juris Prudence (Law)	1
Psychology, Sociology Behavioral Science	134	Psychology Social Work	16 6			Psychology Social Work Medical Sociology	30 1 1
Religion	10	Religion/Theology Philosophy	5			Urban Service	2
Science, Biology Chemistry	19					Anatomy	2
Engineering	5	Engineering	1			Research and Evaluation	2
Counseling Education	2 56	Counseling Education	297 7	Counseling Student Personnel Services	24 3	Counseling/ Coun. Education Student Development Student Serv.	46 50
Foreign Languages	8						
Industrial Arts	1						
Agriculture	4						

Types of Institution Employment

The institutions from which the respondents received their degrees and the years they received their degrees were also reported. The institutions from which the respondents received their degrees are reported in Appendix K. In summary, there were 230 bachelors degree institutions with East Carolina ($n = 9$), Appalachian State University ($n = 9$), North Carolina State University ($n = 9$), University of North Carolina at Chapel Hill ($n = 9$), University of South Carolina ($n = 8$), and the University of Virginia at Richmond ($n = 8$) having the highest occurring frequencies. The modal year for bachelors degree was 1983. The median year was 1974. The range was 1937 to 1989.

There were 186 masters degree institutions with University of South Carolina at Columbia ($n = 21$), Appalachian State University ($n = 14$), North Carolina State University ($n = 14$), Bowling Green State University ($n = 13$), University of Georgia ($n = 13$), and University of Virginia ($n = 12$) having the highest occurring frequencies. The modal year masters degrees were received was 1989. The median year was 1979. The range was 1937 to 1991.

There were 26 educational specialist degree institutions with University of Florida ($n = 4$) and Virginia Poly-Technical Institute and State University ($n = 4$) having the highest occurring frequencies. There were several modal

years for educational specialist 1976, 1977, 1985, 1988, and 1989. The median year was 1980. The range was 1968 to 1990.

There were 98 doctorate degree institutions with Florida State University ($n = 12$) having the highest frequency, followed by Auburn ($n = 8$), University of Florida ($n = 8$), University of Georgia ($n = 8$), University of North Carolina-Chapel Hill ($n = 8$), and University of Virginia ($n = 8$). Year degree received was not reported for Doctorate.

CACREP accreditation of programs began in 1977, so it is of interest to note that 153, or 39.9 percent of the masters degrees were received prior to 1977 and not CACREP eligible. In the demographics, 93 respondents indicated their degrees were received from a CACREP accredited program. In 1990 there were 65 colleges and universities accredited by CACREP with all eight southeastern states used in the survey having at least one college or university with an accredited program. It is implied in the responses of the practitioners that their programs were accredited at the time they received their degree.

In summary, there is great variation in the institution of preparation among the practitioners of the southeastern United States. There was also great variation in the range of years respondents received their various degrees.

Professional Organization Membership

The data analysis revealed broad participation in professional organizations; national, state and local. Besides the seven listed organizations, student development practitioners identified an additional 384 organizations of membership. The highest participation was in the American College Personnel Association (ACPA) ($n = 365$) and the American Association for Counseling and Development (AACD) ($n = 322$). To be a member of the professional organizations which are subdivisions of AACD, you must also be a member of AACD. The respondents did not always indicate participation in both, therefore, the n 's do vary. For example, to be in ACPA one must also belong to AACD. A listing of additional organizations by major categories and frequency is reported in Table 4. An entire listing of all other organizations by name is in Appendix L.

Table 4. --Other Professional Organizations Membership

Organization	<u>n</u>	Organization	<u>n</u>	Organization	<u>n</u>
AACJC	3				
AACRAO	2	CMS	1	NCFR	1
AAOA	4	CPC	6	NCHO	5
AAHE	8	CEC	1	NCPA	5
AAUA	1	DAE	1	NCPSA	2
AAWDAC	1	DCACPA	1	NCRD	1
AAMFT	2	DKG	1	NCSO	9
AAWCJC	5	DPE	1	NCASFAA	1
ACAFAD	1	DPMA	1	NCSDPA	7
ACDA	1	FACD	1	NCAWDAC	1
ACHA	1	FACRO	1	NEA	1
ACES	10	FCPA	2	NECA	2
ACSD	1	GCPA	12	NIRSA	1
ACU-I	5	GACRAO	1	NODA	7
ACUHO-I	23	GAE	1	NRVPGA	1
AEA	1	GHO	1	NSIEE	2
AECT	1	GVA	1	NSSE	1
AFA	6	JCA	1	ODK	2
AHCA	1	LASPA	1	PDK	4
AHEAD	2	LSAC	1	PKP	1
AIR	1	MACCA	4	PRCD	1
ALAHO	1	MAPA	2	SACAC	1
AMCD	6	MECA	1	SACES	1
AMECD	2	MENC	2	SACRAO	1
ALACD	1	N4A	1	SASFAA	3
AAS	1	NACA	9	SCACD	2
AMHCA	7	NACADA	11	SCADE	1
APAA	1	NACCMHC	2	SCPA	11
APT	4	NADA	1	SCCPA	6
APWA	1	NACAC	2	SCSPA	1
ASCA	2	NAMT	2	SEAHO	12
ASCUS	1	NAWDAC	1	SOPHE	1
ASDSBCU	1	NAFE	1	SWPA	1
ASGW	3	NAFSA	2	TCPA	1
ASHE	3	NADE	2	TPA	1
ASJA	3	NALP	1	UGASPA	1
ASPA	3	NASW	2	VACRAO	1
AWP	1	NBCC	4	VASPA	6
CACRAO	2	NCAAWCJC	1	VCA	7
CAWDAC	2	NCACD	4	VCCA	1
CEA	2	NCAFSA	1	VCLA	1
		NCCDA	1	VACHO	2
		NCCPA	14	VCPA	7
		NCDA	24		

n = 384

Analysis of Subscales

To answer the research question concerning overall importance of the standards to practitioners, grand means were calculated to determine the importance of each of the 11 core variables to all the practitioners as a whole. These results are presented in Table 5. A discussion of the analysis is reported.

To answer the research questions on variations among the group by characteristics or demographics, the data were analyzed using the five independent variables (most likely to indicate commitment to the profession).

The analyses consisted of two two-way analyses of variance to report the differences among the three levels of title in the independent variable, level of position (title), on each of the 11 core variables; and, to report the differences among the four levels of years of service in the independent variable, years of service, on each of the 11 core variables. These results are presented in Tables 6 and 7. A discussion of each analysis is reported.

The analyses also consisted of three two-tailed t -tests to report the presence of differences among the independent variables, level of degree earned, career plans to remain in the field, and professional organization membership, on each of the 11 core variables. The probabilities of each of the differences occurring was

reported. The results are reported in Table 8 through Table 10. A discussion of each analysis follows.

A fourth t-test was conducted to contrast the differences between practitioners by CACREP accreditation of degree programs.

In order to present a more comprehensive picture of the data two summary tables, one of the means and one of significant differences, are provided at the end of the chapter (Tables 12 & 13).

Data Analysis Procedures

In interpreting the data, the scores for each of the items in the subscales were originally assigned these values: (a) 1, "critical relevance to work", (b) 2, "important relevance to work", (c) 3, "questionable relevance to work", (d) 4, "not relevant to work", and (e) 5, "don't know relevance to work". The lower the respondent's score for a core area, the more important that area was to the respondent in practice.

After the data were entered into the computer and consultation with the Statistical Consulting Center took place, the values were reversed and the "don't know" responses were assigned the value of 1. This was done to give the "don't know" response the lowest numerical rating in the process of interpreting the scores. A higher composite score of items within a subscale then indicated more importance to the practitioner. This process then put

the ratings on a 2 to 5 point scale for relevance to work.

For clarity, the scale now reads, (a) 5.00 "critical relevance to work", (b) 4.00 to 4.99 "important relevance to work", (c) 3.00 to 3.99 "questionable relevance to work", (d) 2.00 to 2.99 "not relevant to work", and (e) 1.00 to 1.99 "don't know relevance to work".

In performing the statistical analyses, the "don't knows" were assigned a missing value. This led to actual missing responses from the respondents, as well as "don't know" responses, being treated in the same manner and excluded from the data analyses. The n 's for each subscale are reported in the discussion.

In discussion of the means, the means reported in each analysis are the average mean score for each subscale. The range of means is the minimum average score to the maximum average score for practitioners on that subscale.

Overall Sample Analysis

The total group of respondents' average opinion on each of the eleven core variables was computed. The overall analysis of means indicated that five of the eleven core areas had grand means above 4.00 (Table 5). These areas are in rank order of means:

- (1) human development theory and practice ($M = 4.22$);

- (2) higher education, student affairs functions, and student development applications ($\bar{M} = 4.19$);
- (3) helping relationships and career development ($\bar{M} = 4.14$);
- (4) professional orientation ($\bar{M} = 4.03$), and
- (5) practicums and internships ($\bar{M} = 4.02$).

On a 2 to 5 point scale means ranged in value from $\bar{M} = 4.02$ to $\bar{M} = 4.22$.

Table 5. --Grand means for total group of practitioners

Category	<u>n</u>	mean	<u>sd</u>	<u>Range of Means</u>	
				min	max
1. Higher Education	418	4.19	0.38	2.00	5.00
2. American College	423	3.98	0.54	2.00	5.00
3. Helping Relationships	446	4.14	0.54	2.00	5.00
4. Human Development	421	4.22	0.49	2.00	5.00
5. Organizational Behavior	337	3.89	0.50	2.00	5.00
6. Administration	390	3.60	0.48	2.00	5.00
7. Research and Evaluation	432	3.71	0.53	2.00	5.00
8. Administrative uses of Computers	427	3.93	0.63	2.00	5.00
9. Practicums and Internships	424	4.02	0.83	2.00	5.00
10. Appraisal	362	3.79	0.57	2.00	5.00
11. Professional Orientation	425	4.03	0.48	2.14	5.00

The remaining six core areas had grand means between 3.00 and 3.99 and are ranked here in order of means:

- (1) American college student and the college environment (\bar{M} = 3.98);
- (2) administrative uses of computers (\bar{M} = 3.93);
- (3) organizational behavior and development (\bar{M} = 3.89);
- (4) appraisal (\bar{M} = 3.79);
- (5) research and evaluation (\bar{M} = 3.71), and
- (6) administration (M = 3.60).

The items that had no response, or a response of "don't know" were excluded from the data. For example, in each core area if one item has a "don't know" response or "no" response, the entire respondents' data were excluded from calculations. Thus, the differences reported in the \bar{n} 's for each core area are accounted for in the data.

Level of Title

The analysis of variances for the differences between the three levels of title: senior, middle, and lower level personnel, for each of the 11 core areas revealed that level of title does significantly influence the opinions practitioners have regarding the job relevancy of seven of the core areas.

In summarizing the ANOVA results, (Table 6), significant differences found for title are:

- (1) helping relationships and career development $F(2,439) = 14.48$ ($p = 0.0001$);
- (2) organizational behavior and development $F(2,331) = 3.57$ ($p = .029$);
- (3) administration $F(2,383) = 12.75$ ($p = .0001$);
- (4) administrative uses of computers $F(2,419) = 5.77$ ($p = .0034$);
- (5) appraisal $F(2,354) = 3.60$ ($p = .028$),
and
- (6) professional orientation $F(2,417) = 4.02$ ($p = .019$).

The position or level of title of a practitioner seems to influence the opinions of the practitioner significantly in these six core areas.

Table 6. --Differences between three levels of Title for the eleven core variables

				<u>Range of Means</u>	
Source	<u>n</u>	mean	<u>sd</u>	min	max
1. <u>Higher Education</u>					
Lower	118	4.13	.41	2.92	5.00
Middle	159	4.18	.39	2.00	4.83
Senior	137	4.24	.35	3.17	4.92
Total	414				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	.71	.35	2.44	.09
Error	411	59.39	.15		
Corrected Total	413	60.10			

				<u>Range of Means</u>	
Source	<u>n</u>	mean	<u>sd</u>	min	max
2. <u>American College</u>					
Lower	118	3.93	.54	2.33	5.00
Middle	163	3.94	.55	2.00	5.00
Senior	137	4.04	.50	2.67	5.00
Total	418				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	1.07	.54	1.70	.15
Error	415	117.30	.28		
Corrected Total	417	118.37			

Table 6 continued on next page

Table 6. Continued

Source	n	mean	sd	Range of Means	
				min	max
3. <u>Helping Relationships</u>					
Lower	124	4.35	.52	2.29	5.00
Middle	173	4.09	.56	2.00	5.00
Senior	144	4.02	.48	2.57	5.00
Total	441				

ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	7.98	3.99	14.48	.0001**
Error	438	120.58	0.28		
Corrected Total	440	128.55			

Source	n	mean	sd	Range of Means	
				min	max
4. <u>Human Development</u>					
Lower	120	4.30	.48	2.13	5.00
Middle	157	4.21	.51	2.00	5.00
Senior	139	4.15	.46	2.00	5.00
Total	416				

ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	1.39	.70	2.94	.054
Error	413	97.53	.24		
Corrected Total	415	98.92			

Table 6 continued on next page

Table 6. Continued

Source	n	mean	sd	Range of Means	
				min	max
5. <u>Organizational Behavior</u>					
Lower	94	3.84	.48	2.46	5.00
Middle	124	3.82	.52	2.00	5.00
Senior	116	3.98	.47	2.46	4.91
Total	334				

ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	1.73	.87	3.57	.03*
Error	331	80.38	.24		
Corrected Total	333	82.11			

				<u>Range of Means</u>	
<u>Source</u>	<u>n</u>	<u>mean</u>	<u>sd</u>	<u>min</u>	<u>max</u>
6. <u>Administration</u>					
Lower	101	3.46	.56	2.00	5.00
Middle	155	3.55	.46	2.86	4.57
Senior	130	3.76	.41	2.43	4.71
Total	386				

ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	5.66	2.83	12.75	0.0001**
Error	383	85.05	.22		
Corrected Total	385	90.71			

Table 6 continued on next page

Table 6. Continued

				<u>Range of Means</u>	
Source	<u>n</u>	mean	<u>sd</u>	min	max
7. <u>Research and Evaluation</u>					
Lower	116	3.75	.59	2.00	5.00
Middle	174	3.65	.53	2.00	4.75
Senior	137	3.75	.45	2.50	4.75
Total	427				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	1.19	0.60	2.17	.12
Error	424	116.13	0.27		
Corrected Total	426	117.32			

				<u>Range of Means</u>	
Source	<u>n</u>	mean	<u>sd</u>	min	max
8. <u>Administrative uses of computer</u>					
Lower	110	3.78	.67	2.00	5.00
Middle	172	3.92	.64	2.00	5.00
Senior	140	4.05	.56	2.00	5.00
Total	422				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	4.47	2.24	5.77	0.0034**
Error	419	162.31	0.39		
Corrected Total	421	166.79			

Table 6 continued on next page

Table 6. Continued

Table 6. Continued

				Range of Means	
Source	<u>n</u>	mean	<u>sd</u>	min	max
9. <u>Practicums and internships</u>					
Lower	115	4.08	.87	2.00	5.00
Middle	167	4.07	.86	2.00	5.00
Senior	138	3.90	.76	2.00	5.00
Total	420				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	2.83	1.42	2.05	.13
Error	417	288.32	0.69		
Corrected Total	419	291.15			

				<u>Range of Means</u>	
Source	<u>n</u>	mean	<u>sd</u>	min	max
10. <u>Appraisal</u>					
Lower	104	3.92	.57	2.11	5.00
Middle	135	3.73	.62	2.00	5.00
Senior	118	3.74	.49	2.44	4.89
Total	357				
ANOVA	<u>df</u>	<u>ss</u>	<u>ms</u>	F	P > F
Model	2	2.32	1.16	3.60	.03*
Error	354	114.32	0.32		
Corrected Total	356	116.65			

Table 6 continued on next page

Table 6. Continued

				<u>Range of Means</u>	
<u>Source</u>	<u>n</u>	<u>mean</u>	<u>sd</u>	<u>min</u>	<u>max</u>
11. <u>Professional orientation</u>					
Lower	117	4.13	.44	2.86	5.00
Middle	171	3.97	.52	2.14	5.00
Senior	132	4.01	.44	2.71	5.00
Total	420				
<u>ANOVA</u>	<u>df</u>	<u>ss</u>	<u>ms</u>	<u>F</u>	<u>P > F</u>
Model	2	1.84	0.92		
Error	417	95.10	0.23		
Corrected Total	419	96.93		4.02	.02*

NOTE: * = $p < .05$ ** = $p < .01$

Within the areas where significant differences occurred senior level means in rank order are:

- (1) administrative uses of computers (\bar{M} = 4.05);
- (2) helping relationships and career development (\bar{M} = 4.02);
- (3) professional orientation (\bar{M} = 4.01);
- (4) organizational behavior and development (\bar{M} = 3.98);
- (5) administration (\bar{M} = 3.76), and
- (6) appraisal (\bar{M} = 3.74).

Middle level personnel means in rank order are:

- (1) helping relationships and career development (\bar{M} = 4.09);
- (2) professional orientation (\bar{M} = 3.97);
- (3) administrative uses of computers (\bar{M} = 3.92);
- (4) organizational behavior and development (\bar{M} = 3.82);
- (5) appraisal (\bar{M} = 3.73), and
- (6) administration (\bar{M} = 3.55).

Lower level personnel means in rank order are:

- (1) administrative uses of computers (\bar{M} = 4.05);
- (2) professional orientation (\bar{M} = 4.01);

- (3) helping relationships and career development ($\bar{M} = 4.02$);
- (4) organizational behavior and development ($\bar{M} = 3.98$);
- (5) administration ($\bar{M} = 3.76$), and
- (6) appraisal ($\bar{M} = 3.74$).

Generally, in examining the means for level of title, regardless of significant differences, six particular areas scored between 4.00 and 4.99 by senior level personnel.

They are in rank order of means:

- (1) higher education, student affairs functions, and student development applications ($\bar{M} = 4.24$);
- (2) human development theory and practice ($\bar{M} = 4.15$);
- (3) administrative uses of computers ($\bar{M} = 4.05$);
- (4) American college student and college environment ($\bar{M} = 4.04$);
- (5) helping relationships and career development ($\bar{M} = 4.02$), and
- (6) professional orientation ($\bar{M} = 4.01$).

The other five areas mean scores fall between 3.00 and 3.99.

Four areas mean scores are between 4.00 and 4.99 for middle level personnel. They are in rank order of means:

- (1) human development theory and practice ($\bar{M} = 4.21$);

- (2) higher education, student affairs functions, and student development applications ($\bar{M} = 4.18$);
- (3) helping relationships and career development ($\bar{M} = 4.09$), and
- (4) practicums and internships ($\bar{M} = 4.07$).

The other seven areas mean scores fall between 3.00 and 3.99 for middle level personnel.

Five areas mean scores are between 4.00 and 4.99 for lower level personnel. They are in rank order of means:

- (1) helping relationships and career development ($\bar{M} = 4.35$);
- (2) human development theory and practice ($\bar{M} = 4.30$);
- (3) higher education, student affairs functions, and student development applications ($\bar{M} = 4.13$);
- (4) professional orientation ($\bar{M} = 4.13$), and
- (5) practicums and internships ($\bar{M} = 4.08$).

The other six areas mean scores fall between 3.00 and 3.99 for lower level personnel. On the average, no areas had mean scores below 2.99 for all practitioners by level of title.

Overall, across all three levels of title, three areas had means of 4.00 or above. They are in rank order of means:

- (1) higher education, student affairs functions, and student development applications;

- (2) human development theory and practice,
and
- (3) helping relationships and career
development.

Four areas means are between 3.00 and 3.99 for all three levels of personnel. They are in rank order of means:

- (1) organizational behavior and development;
- (2) administration;
- (3) research and evaluation, and
- (4) appraisal.

The remaining four areas means ranged between 3.00 and 4.99. They are in rank order of means:

- (1) American college student and the college
environment;
- (2) administrative uses of computers;
- (3) practicums and internships, and
- (4) professional orientation.

In summary, there were six significant differences on the eleven subscales for the three levels of title of practitioners.

Years of Service

In summarizing the analysis of variance for the differences between the four levels of years of service for each of the 11 core variables, the results reveal that the number of years as a student development practitioner does significantly influence the opinion practitioners have

regarding the job relevancy of at least two of the core areas (Table 7).

Table 7. --Eleven core areas and years of service.

1 = 1-5 years 2 = 6-10 years 3 = 11-15 years 4 = 16 years plus

Core Area	n	mean	sd	Range of Means	
				min	max
1. <u>Higher Education</u>					
1	120	4.18	0.39	2.00	4.92
2	98	4.16	0.39	2.58	5.00
3	71	4.18	0.37	2.92	4.92
4	125	4.24	0.36	3.25	5.00
Total	414				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P > F</u>
Model	3	0.42	0.14	0.97	.41
Error	410	58.52	0.14		
Corrected Total	413	58.93			

				Range of Means	
Core Area	<u>n</u>	mean	<u>sd</u>	min	max
2. <u>American College</u>					
1	120	3.94	0.54	2.00	5.00
2	99	3.95	0.55	2.00	5.00
3	71	4.01	0.45	2.67	4.67
4	128	4.03	0.57	2.67	5.00
Total	418				
	<u>df</u>	<u>s</u>	<u>ms</u>	F	<u>P > F</u>
Model	3	0.66	0.22	0.76	.52
Error	414	118.97	0.29		
Corrected Total	417	119.63			

Table 7 continued on next page

Table 7. Continued

				<u>Range of Means</u>	
<u>Core Area</u>	<u>n</u>	<u>means</u>	<u>sd</u>	<u>min</u>	<u>max</u>
3. <u>Helping Relationships</u>					
1	134	4.20	0.55	2.00	5.00
2	102	4.13	0.53	2.57	5.00
3	75	4.04	0.58	2.29	5.00
4	130	4.16	0.50	3.57	5.00
Total	441				

Core Area	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P</u> > F
Model	3	1.27	0.42	1.46	.22
Error	437	126.34	0.29		
Corrected Total	440	127.61			

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
4. <u>Human Development</u>					
1	134	4.26	0.46	32.00	5.00
2	96	4.20	0.51	2.50	5.00
3	69	4.17	0.53	2.13	5.00
4	128	4.23	0.47	2.00	5.00
Total	416				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P</u> > F
Model	3	0.43	0.14	0.61	.61
Error	412	97.40	0.24		
Corrected Total	415	97.83			

Table 7 continued on next page

Table 7. Continued

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
5. <u>Organizational Behavior</u>					
1	84	3.81	0.49	2.00	4.82
2	86	3.86	0.51	2.55	5.00
3	59	3.88	0.50	2.55	4.82
4	104	3.98	0.49	2.46	5.00
Total	333				
<hr/>					
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P > F</u>
Model	3	1.43	0.48	1.94	.12
Error	329	80.77	0.25		
Corrected Total	332	82.19			
<hr/>					
				Range of Means	
Core Area	<u>n</u>	means	<u>ms</u>	min	max
6. <u>Administration</u>					
1	106	3.48	0.47	2.29	4.43
2	92	3.55	0.52	2.29	4.71
3	65	3.67	0.46	2.29	4.71
4	122	3.69	0.47	2.00	5.00
Total	385				
<hr/>					
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P > F</u>
Model	3	2.79	0.93	4.03	.008**
Error	381	87.92	0.23		
Corrected Total	384	90.71			

Table 7 continued on next page

Table 7. Continued

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
7. <u>Research and Evaluation</u>					
1	127	3.58	0.56	2.00	4.75
2	101	3.69	0.53	2.00	4.75
3	71	3.79	0.50	2.50	4.75
4	128	3.81	0.49	2.50	5.00
Total	427				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P</u> > F
Model	3	4.14	1.38	5.10	.002**
Error	423	114.43	0.27		
Corrected Total	426	118.58			

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
8. <u>Administrative Uses of Computer</u>					
1	120	3.86	0.70	2.00	5.00
2	104	3.92	0.63	2.33	5.00
3	74	3.96	0.66	2.00	5.00
4	125	3.97	0.56	2.33	5.00
Total	423				
Core Area	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P</u> > F
Model	3	0.90	.030	0.75	.53
Error	419	168.60	.040		
Corrected Total	422	169.46			

Table 7 continued on next page

Table 7. Continued

				<u>Range of Means</u>	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
9. <u>Practicum and Internships</u>					
1	125	4.11	0.89	2.00	5.00
2	97	4.03	0.79	2.00	5.00
3	72	4.01	0.83	2.00	5.00
4	125	3.94	0.82	2.00	5.00
Total	419				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P > F</u>
Model	3	1.86	0.62	0.89	.45
Error	415	287.95	0.69		
Corrected Total	418	289.81			

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
10. <u>Appraisal</u>					
1	94	3.73	0.54	2.00	4.67
2	84	3.76	0.58	2.00	4.89
3	65	3.78	0.59	2.22	5.00
4	114	3.89	0.58	2.44	5.00
Total	357				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>P</u> > F
Model	3	1.66	0.55	1.68	.17
Error	353	116.07	0.33		
Corrected Total	356	117.73			

Table 7 continued on next page

Table 7. Continued

				Range of Means	
Core Area	<u>n</u>	means	<u>sd</u>	min	max
11. <u>Professional Orientation</u>					
1	127	4.03	0.45	2.29	5.00
2	102	3.98	0.54	2.14	5.00
3	71	4.02	.47	2.86	4.86
4	120	4.07	0.46	3.00	5.00
Total	420				
	<u>df</u>	<u>ss</u>	<u>ms</u>	F	<u>p</u> > F
Model	3	0.50	0.17		
Error	416	95.59	0.23		
Corrected Total	419	96.09		0.72	.54
** <u>p</u> < .01					

The ANOVA indicated a significant difference for years of service in two of the eleven subscales:

- (1) administration with an $F(3,381) = 4.03$
($p = .008$), and
- (2) research and evaluation with an $F(3,423) = 5.10$ ($p = .0018$).

Within the areas where significant differences occurred for 16 years plus service means in rank order are:

- (1) research and evaluation ($M = 3.81$), and
- (2) administration ($M = 3.69$).

For 11 to 15 years of service the means in rank order are:

- (1) research and evaluation ($M = 3.79$), and
- (2) administration ($M = 3.67$).

For 6 to 10 years of service the means in rank order are:

- (1) research and evaluation ($M = 3.69$), and
- (2) administration ($M = 3.55$).

For 0 to 5 years of service the means in rank order are:

- (1) research and evaluation ($M = 3.58$), and
- (2) administration ($M = 3.48$).

In examination of the means for years of service, considering the areas of significant difference and the areas where no significant difference occurred, five areas had means between 4.00 and 4.99 for 16 years plus personnel in rank order of means:

- (1) higher education, student affairs functions, and student development applications ($M = 4.25$);

- (2) human development theory and practice (\underline{M} = 4.23);
- (3) helping relationships and career development (\underline{M} = 4.16);
- (4) professional orientation (\underline{M} = 4.07), and
- (5) American college student and the college environment (\underline{M} = 4.03).

The other six areas for 16 years plus personnel had means between 3.00 and 3.99.

The 11 to 15 years personnel had six areas with means between 4.00 to 4.99. In rank order of means they are:

- (1) higher education, student affairs functions, and student development applications (\underline{M} = 4.18);
- (2) human development theory and practice (\underline{M} = 4.17);
- (3) helping relationships and career development (\underline{M} = 4.04);
- (4) professional orientation (\underline{M} = 4.02);
- (5) practicums and internships (\underline{M} = 4.01), and
- (6) American college student and the college environment (\underline{M} = 4.01).

The five other areas had means between 3.00 and 3.99.

The 6 to 10 years of service personnel had four areas with means between 4.00 and 4.99. In rank order of means they are:

- (1) human development theory and practice (\underline{M} = 4.20);
- (2) higher education, student affairs functions, and student development applications (\underline{M} = 4.16);

(3) helping relationships and career development (\bar{M} = 4.13), and

(4) practicums and internships (\bar{M} = 4.03).

The other seven areas had means below 3.99 but above 3.00.

The 0 to 5 years of experience personnel had five areas with means between 4.00 and 4.99. They are in rank order of means:

(1) human development theory and practice (\bar{M} = 4.26);

(2) helping relationships and career development (\bar{M} = 4.20);

(3) higher education, student affairs functions, and student development applications (\bar{M} = 4.18);

(4) practicums and internships (\bar{M} = 4.11), and

(5) professional orientation (\bar{M} = 4.03).

The other six areas had means between 3.00 and 3.99.

Overall, across all four levels of years of service three means are between 4.00 and 4.99. They are in rank order:

(1) human development theory and practice;

(2) higher education, student affairs functions and student development applications, and

(3) helping relationships and career development.

Five areas had means of 3.00 to 3.99 for all four levels of years of service. They are in rank order:

- (1) organizational behavior and development;
- (2) administration;
- (3) research and evaluation;
- (4) administrative uses of computers; and
- (5) appraisal.

The remaining three areas had means that ranged between 3.00 and 4.99 across the four levels of years of service.

They are in rank order:

- (1) practicums and internships;
- (2) professional orientation; and
- (3) American college student and the college environment.

In summary, there were two significant differences within the 11 subscale core variables for years of service.

The t-Test Procedures

The two-tailed t-tests were used to report the differences between the committed practitioners and the not so or less committed practitioners on each of the 11 core variables. The t- tests conducted were:

1. differences between the eleven core variables for participation in professional organizations; 2 or more for the committed practitioners versus one or less for not so committed practitioners.

2. differences between the eleven core variables for advanced degree, masters or doctorate, versus bachelors degreed practitioners.
3. differences between the eleven core variables for career plans to remain in the student development field (yes) versus plans to exit the field (no) for practitioners.

A fourth t -test was performed to determine if possession of a degree from a CACREP accredited program has any influence on the practitioners opinions of the eleven core areas. Differences between the eleven core variables for degree received from a CACREP accredited program versus degree from a non-CACREP program for practitioners was the last t -test reported.

Professional Organization Membership

To summarize the t -test for the eleven core variables and practitioners who participate in two or more professional organizations membership (committed) versus practitioners with membership in one or less professional organizations (less committed), there was one core area with a significant difference, practicums and internships, $t(422) = 2.41$ ($p = .016$). (see Table 8).

Table 8. --Differences between eleven core areas for professional organization membership, committed practitioners (2 or more) versus less committed (one or less) student development practitioners

Core Area	<u>n</u>	mean	sd	<u>se</u>	<u>t</u>	<u>df</u>	<u>p</u> > <u>|t|</u>
1. Higher Education							
Committed	364	4.20	0.39	0.021			
Less committed	74	4.14	0.32	0.042	1.28	416	0.20
Total	438						
2. American College							
Committed	347	3.99	0.54	0.028			
Less committed	76	3.90	0.49	0.057	1.45	421	0.15
Total	423						
3. Helping							
Committed	365	4.15	0.55	0.029			
Less committed	81	4.12	0.47	0.055	0.42	444	0.68
Total	446						
4. Human Development							
Committed	343	4.23	0.50	0.027			
Less committed	78	4.12	0.37	0.050	1.95	419	0.05
Total	421						
5. Organizational Behavior							
Committed	274	3.89	0.495	0.030			
Less committed	63	3.86	0.504	0.064	0.43	335	0.67
Total	337						
6. Administration							
Committed	320	3.59	0.48	0.027			
Less committed	70	3.63	0.51	0.059	-0.64	388	0.53
Total	390						
7. Research and Evaluation							
Committed	355	3.71	0.53	0.029			
Less committed	77	3.70	0.48	0.052	0.21	430	0.83
Total	432						
8. Administrative uses of Computers							
Committed	348	3.91	0.62	0.033			
Less committed	79	4.00	0.70	0.077	-1.24	425	0.22
Total	427						
9. Practicum and Internship							
Committed	348	4.06	0.84	0.045			
Less committed	76	3.81	0.77	0.086	2.41	422	0.02*
Total	424						
10. Appraisal							
Committed	299	3.80	0.58	0.036			
Less committed	63	3.78	0.49	0.068	0.18	360	0.86
Total	362						
11. Professional Orientation							
Committed	349	4.04	0.49	0.026			
Less committed	76	3.97	0.43	0.053	1.05	423	0.30
Total	425						

* $p < .05$.

|t| used is for Equal Variances

Within the area of practicums and internships the committed (one or more memberships) practitioners had a mean score of $\bar{M} = 4.06$, and the less committed (one or less membership) practitioners had a mean score of $\bar{M} = 3.81$.

The committed practitioners means in five areas are between 4.00 and 4.99. They are in rank order of means:

- (1) Human development theory and practice ($\bar{M} = 4.23$);
- (2) Higher education, student affairs functions, and student development applications ($\bar{M} = 4.20$);
- (3) Helping relationships and career development ($\bar{M} = 4.15$);
- (4) Practicums and internships ($\bar{M} = 4.06$), and
- (5) Professional orientation ($\bar{M} = 4.04$).

The remaining six areas had means below 3.99 but above 3.00.

The less committed practitioners means in four areas are between 4.00 and 4.99. They are in rank order of means:

- (1) Higher education, student affairs functions, and student development applications ($\bar{M} = 4.19$);
- (2) Helping relationships and career development ($\bar{M} = 4.12$);
- (3) Human development theory and practice ($\bar{M} = 4.12$), and
- (4) Administrative uses of computers ($\bar{M} = 4.00$).

The remaining seven had means below 3.99 but above 3.00.

Overall, the reported means for professional organizations membership, regardless of significance,

resulted in three areas having means between 4.00 and 4.99.

They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs functions, and student development applications; and
- (3) helping relationships and career development.

Five areas have means between 3.00 and 3.99 for both sets of practitioners. They are in rank order of means:

- (1) American college student and the college environment;
- (2) organizational behavior and development;
- (3) research and evaluation;
- (4) administration, and
- (5) appraisal.

The remaining three areas means range between 3.00 and 4.99 for both sets of practitioners across professional organization memberships. They are in rank order of means:

- (1) administrative uses of computers;
- (2) practicums and internships; and
- (3) professional orientation.

In summary, there appeared to be two significant differences for the eleven core variables for professional organization membership.

Level of Degree Earned: Advanced Versus Bachelors

In summary of the t -test for the differences between the eleven core variables for advanced degree (masters, educational specialist and/or doctorate) versus bachelor or less degree student development practitioners, there appeared to be only one core area with a significant difference; research and evaluation, $t(427) = 2.69$ ($p = .007$). Within, the core area of research and evaluation, advanced practitioners had a mean score of 3.72 and the bachelor degree practitioners had a M of 3.34. (see Table 9).

Table 9. --Difference between eleven core variables for advanced degree (masters, education specialist or doctorate) versus bachelor degree student development practitioners

Core Areas	<u>n</u>	means	<u>sd</u>	<u>se</u>	<u>t</u>	<u>df</u>	<u>p > |t|</u>
1. Higher Education							
Advanced	401	4.19	0.38	0.019			
Bachelors	14	4.24	0.34	0.096	-0.50	413	0.62
Total	415						
2. American College							
Advanced	406	3.97	0.54	0.027			
Bachelors	14	4.10	0.44	0.107	-0.86	418	0.39
Total	420						
3. Helping Relationships							
Advanced	427	4.14	0.55	0.026			
Bachelors	16	4.08	0.39	0.102	0.46	441	0.65
Total	443						
4. Human Development							
Advanced	403	4.22	0.49	0.025			
Bachelors	15	4.18	0.30	0.077	0.26	416	0.80
Total	418						
5. Organizational Behavior							
Advanced	323	3.89	0.49	0.027			
Bachelors	11	3.79	0.59	0.191	0.66	332	0.51
Total	334						
6. Administration							
Advanced	374	3.60	0.48	0.025			
Bachelors	13	3.53	0.59	0.178	0.50	385	0.62
Total	387						
7. Research and Evaluation							
Advanced	415	3.72	0.52	0.025			
Bachelors	14	3.34	0.63	0.179	2.69	427	0.01**
Total	429						
8. Administrative uses of computers							
Advanced	411	3.93	0.63	0.031			
Bachelors	13	3.74	0.73	0.221	1.04	422	0.30
Total	424						
9. Practicums and Internships							
Advanced	406	4.02	0.83	0.041			
Bachelors	16	3.84	0.94	0.249	0.85	420	0.40
Total	422						
10. Appraisal							
Advanced	348	3.80	0.57	0.030			
Bachelors	11	3.47	0.68	0.220	1.92	357	0.06
Total	359						
11. Professional Orientation							
Advanced	407	4.03	0.48	0.024			
Bachelors	15	3.85	0.49	0.138	1.46	420	0.14
Total	422						

**p < 0.01

|t| used is for Equal Variances

The advanced degree practitioners had five areas with mean scores between 4.00 to 4.99. They are in rank order of means:

- (1) human development theory and practice (\underline{M} = 4.22);
- (2) higher education, student affairs functions, and student development applications (\underline{M} = 4.19);
- (3) helping relationships and career development (\underline{M} = 4.14);
- (4) professional orientation (\underline{M} = 4.03), and
- (5) practicums and internships (\underline{M} = 4.02).

The remaining six areas had means below 3.99 but above 3.00.

The bachelor degree practitioners had mean scores in four areas between 4.00 to 4.99. They are in rank order of means:

- (1) Higher education, student affairs functions, and student development applications (\underline{M} = 4.24);
- (2) Human development theory and practice (\underline{M} = 4.18), and
- (3) American college student and the college environment (\underline{M} = 4.08).

The remaining seven areas had means below 3.99, but above 3.00.

Overall, the means for level of degree earned, advanced and bachelor degree practitioners levels, regardless of significance, resulted in three areas having means between 4.00 and 4.99. They are in rank order of means:

- (1) human development theory and practice,
- (2) higher education, student affairs
functions, and student development
application,
- (3) helping relationships and career
development.

Five areas have means between 3.00 and 3.99 for both sets of practitioners. They are in rank order of means:

- (1) organizational behavior and development;
- (2) appraisal;
- (3) administrative uses of computers;
- (4) administration; and
- (5) research and evaluation.

The remaining three areas ranged between 3.00 and 4.99 for both sets of practitioners by level of degree. They are in rank order of means:

- (1) American college student and the college
environment;
- (2) practicums and internships; and
- (3) professional orientation.

In summary, there appeared to be only one significant difference for the eleven core variables for level of degree earned.

Plans to Remain in the Field of Student Development

Summarizing the t-tests for the differences between the eleven core variables for plans to remain in the field of

student development (yes), remainers, versus plans to exit the field (no), leavers, there are three variables that indicate significant differences: higher education, student affairs functions, and student development applications with a t (406) = -2.37 (p = .018), helping relationships and career development with a t (433) = -2.06 (p = .039), and human development theory and practice with a t (409) = -2.03 (p = .043) (See Table 10).

Table 10. --Differences between the eleven core areas for career plans to remain in student development field (yes) versus plans to exit the field (no)

Core Area	n	means	Range of Means		sd	se	t	df	p > |t|
			min	max					
1. Higher Education									
No	46	4.06	2.92	5.00	0.42	0.06			
Yes	362	4.20	2.00	5.00	0.38	0.02	-2.37	406	0.02*
Total	408								
2. American College									
No	46	3.90	2.67	5.00	0.56	0.08			
Yes	366	3.98	2.00	5.00	0.54	0.03	-0.97	410	0.34
Total	412								
3. Helping Relationship									
No	52	4.00	2.29	5.00	0.64	0.09			
Yes	383	4.16	2.00	5.00	0.53	0.03	-2.06	433	0.04*
Total	435								
4. Human Development									
No	50	4.09	2.00	5.00	0.61	0.09			
Yes	361	4.24	2.00	5.00	0.47	0.02	-2.03	409	0.04*
Total	411								
5. Organizational Behavior									
No	38	3.83	2.46	5.00	0.46	0.07			
Yes	291	3.89	2.00	5.00	0.51	0.03	-0.68	327	0.50
Total	329								
6. Administration									
No	46	3.54	2.43	5.00	0.49	0.07			
Yes	333	3.60	2.00	4.71	0.49	0.03	-0.82	377	.41
Total	379								
7. Research and Evaluation									
No	51	3.64	2.75	5.00	0.52	0.07			
Yes	370	3.72	2.00	4.75	0.53	0.03	-0.95	419	0.35
Total	421								
8. Administrative uses of Computers									
No	51	4.01	2.66	5.00	0.62	0.09			
Yes	365	3.91	2.00	5.00	0.64	0.03	1.01	414	0.31
Total	416								
9. Practicums and Internships									
No	48	3.81	2.00	5.00	0.93	0.13			
Yes	365	4.05	2.00	5.00	0.82	0.04	-1.88	411	0.06
Total	413								
10. Appraisal									
No	41	3.63	2.44	5.00	0.53	0.08			
Yes	312	3.81	2.00	5.00	0.58	0.03	-1.95	351	0.054
Total	353								
11. Professional Orientation									
No	52	3.95	2.86	5.00	0.43	0.06			
Yes	362	4.04	2.14	5.00	0.49	0.03	-1.21	412	0.23
Total	414								

*p < .05 |t| used is for Equal Variances

In the core area higher education, student affairs functions and student development applications, the remainders had a mean of 4.20 and the leavers had a mean of 4.06. In the core area, helping relationships and career development, the remainders had a mean of 4.16 and the leavers had a mean of 4.00. In the core area, human development theory and practice, the remainders had a mean of 4.24 and the leavers had a mean of 4.08.

The remainders had means in five areas that are between 4.00 and 4.99. They are in rank order of means:

- (1) human development theory and practice ($\bar{M} = 4.24$);
- (2) higher education, student affairs functions, and student development applications ($\bar{M} = 4.20$);
- (3) helping relationships and career development ($\bar{M} = 4.16$);
- (4) practicums and internships ($\bar{M} = 4.05$), and
- (5) professional orientation ($\bar{M} = 4.04$).

The other six areas means are between 3.00 and 3.99 for the remainders.

The leavers have four areas with means between 4.00 and 4.99. They are in rank order of means:

- (1) human development theory and practice ($\bar{M} = 4.09$);
- (2) higher education, student affairs functions, and student development applications ($\bar{M} = 4.06$);
- (3) administrative uses of computers ($\bar{M} = 4.01$), and
- (4) helping relationships; ($\bar{M} = 4.00$).

The other seven areas had means between 3.00 and 3.99.

The means for the eleven core variables ranged from 3.54 to 4.09 for the leavers and from 3.60 to 4.24 for the remainers. Overall, regardless of significance, there were three areas with means between 4.00 and 4.99 for both sets of practitioners by career plans. They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs functions, and student development applications, and
- (3) helping relationships and career development.

Five areas means are between 3.00 and 3.99 for both sets of practitioners. They are in rank order of means:

- (1) American college student and the college environment;
- (2) organizational behavior and development;
- (3) administrative;
- (4) research and evaluation; and
- (5) appraisal.

The remaining three areas had means ranging between 3.00 and 4.99 for both sets of practitioners by future career plans. They are in rank order of means:

- (1) practicums and internships;
- (2) professional organizations; and

(3) administrative uses of computers.

In summary, it appears there were three significant differences for the eleven core variables for those with plans to remain in the student development field.

CACREP Accredited Degree Program

The researcher also conducted a t -test for the differences between the eleven core variables for degree program type; CACREP accredited degree program versus non-CACREP accredited degree program to determine if this influenced the student development practitioner's responses to the skills and knowledge of the core standards.

The t - test for the differences between the eleven core variables for degree program type, CACREP accredited program versus non-CACREP accredited program, resulted in two areas of significant difference; (1) organizational behavior, with $t(149) = 2.12$ ($p = .036$), and (2) practicums and internships, with $t(185) = 3.24$ ($p = .0014$) (see Table 11).

Table 11. --Differences between CACREP accredited (Yes) program practitioners and Non-CACREP program (No) accredited practitioners versus the eleven core areas

Core Area	n	mean	Range of Means		se	sd	t	df	p > |t|
			min	max					
1. Higher Education									
No	103	4.20	2.92	4.92	0.03	0.35			
Yes	83	4.19	2.58	5.00	0.04	0.38	0.20	184	0.84
Total	186								
2. American College									
No	101	3.91	2.67	5.00	0.05	0.51			
Yes	82	4.01	2.00	5.00	0.07	0.60	-1.23	181	0.22
Total	183								
3. Helping									
No	107	4.17	2.29	5.00	0.07	0.51			
Yes	87	4.20	2.57	5.00	0.05	0.51	-0.39	192	0.70
Total	194								
4. Human Development									
No	97	4.26	2.13	5.00	0.05	0.47			
Yes	89	4.25	2.50	5.00	0.05	0.51	0.20	184	0.84
Total	186								
5. Organizational Behavior									
No	87	3.92	2.91	4.91	0.05	0.43			
Yes	64	3.75	2.46	4.82	0.07	0.55	2.12	149	0.04*
Total	151								
6. Administration									
No	99	3.57	2.00	4.71	0.08	0.47			
Yes	70	3.50	2.29	4.57	0.06	0.48	0.99	167	0.32
Total	169								
7. Research and Evaluation									
No	109	3.69	2.00	4.75	0.05	0.47			
Yes	80	3.74	2.00	4.75	0.07	0.59	-0.63	187	0.53
Total	189								
8. Administrative uses of Computers									
No	107	3.84	2.00	5.00	0.07	0.67			
Yes	78	3.83	2.00	5.00	0.08	0.73	0.10	183	0.92
Total	185								
9. Practicums and Internships									
No	105	3.91	2.00	5.00	0.08	0.85			
Yes	82	4.29	2.00	5.00	0.09	0.77	-3.24	185	0.0014**
Total	187								
10. Appraisal									
No	92	3.82	2.44	4.89	0.06	0.53			
Yes	66	3.84	2.00	5.00	0.08	0.63	-0.19	156	0.85
Total	158								
11. Professional Orientation									
No	103	4.08	2.86	5.00	0.04	0.44			
Yes	82	4.01	2.29	5.00	0.06	0.50	0.88	183	0.38
Total	185								

* p < .05; **p < .01. |t| used is for Equal Variances

In the core area of organizational behavior, on the average, non-CACREP accredited practitioners had a mean of 3.92, and the CACREP accredited practitioners had a mean of 3.75. In the core area of practicums and internships, the CACREP accredited practitioners had a mean of 4.29, and the Non-CACREP accredited practitioners had a mean of 3.91.

The CACREP practitioners appeared to consider six areas important to practice in rank order of means:

- (1) practicums and internships ($\bar{M} = 4.29$);
- (2) human development theory and practice ($\bar{M} = 4.25$);
- (3) helping relationships and career development ($\bar{M} = 4.20$);
- (4) higher education, student affairs functions, and student development applications ($\bar{M} = 4.19$);
- (5) American college student and the college environment ($\bar{M} = 4.01$), and
- (6) professional orientation ($\bar{M} = 4.01$).

The remaining five areas means are between 3.00 and 3.99 for the CACREP practitioners.

The non-CACREP practitioners means are between 4.00 and 4.99. They are in rank order of means:

- (1) human development theory and practice; ($\bar{M} = 4.26$),
- (2) higher education, student affairs functions, and student development applications; ($\bar{M} = 4.20$),
- (3) helping relationships and career development; ($\bar{M} = 4.17$), and

- (4) professional orientation; (\bar{M} = 4.08).

The other seven areas had means between 3.00 and 3.99 for the non-CACREP practitioners.

Overall, regardless of significance, for CACREP accredited degree versus non-CACREP accredited degree, four areas have mean scores between 4.00 and 4.99. They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs functions, and student development applications;
- (3) helping relationships and career development, and
- (4) professional orientation.

Five areas have means between 3.00 and 3.99 for both sets of practitioners. They are in rank order of means:

- (1) organizational behavior;
- (2) appraisal;
- (3) administrative uses of computers;
- (4) research and evaluation; and
- (5) administration.

The remaining two areas have means ranging between 3.00 and 4.99 for both sets of practitioners by degree program type. They are in rank order of means:

- (1) practicums and internships; and

- (2) American college student and the college environment.

In review of the means for CACREP accredited degree programs, there were two areas of significant difference for the eleven core areas.

Summary

The data analysis indicated that, on the average, student development practitioners appear to have the opinion that of the eleven CACREP core areas at least five areas have grand means of between 4.00 to 4.99 on the 2.00 to 5.00 scale.

Those five areas, and their means in rank order are:

- (1) human development theory and practice with and overall $\bar{M} = 4.22$;
- (2) Higher Education, student affairs functions and student development applications with an overall $\bar{M} = 4.19$;
- (3) helping relationships and career development with an overall $\bar{M} = 4.14$;
- (4) professional orientation with an overall $\bar{M} = 4.03$, and
- (5) practicums and internships with an overall $\bar{M} = 4.2$.

A summary of the relevancy of the eleven dependent core variables for the overall practitioners as a whole and each of the five major independent variables used to analyze the

data is reported in Table 12.

It is interesting to note across all of the statistical analyses performed, three areas have means above 4.00 but below 5.00. They are in rank order of means:

- (1) higher education, student affairs
functions, and student development
applications;
- (2) helping relationships and career
development; and
- (3) human development theory and practice.

Table 12. --Summary of relevancy of eleven dependent variables to practitioners for five major independent variables

Means for Core Areas											
Independent Variables											
Core areas are listed below											
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
Level of Title											
Lower-	4.13	3.93	4.35	4.30	3.84	3.46	3.75	3.78	4.08	3.92	4.13
Middle-	4.18	3.94	4.09	4.21	3.83	3.55	3.65	3.92	4.07	3.73	3.97
Senior-	4.24	4.04	4.02	4.15	3.98	3.76	3.75	4.05	3.90	3.74	4.01
Years of Service											
0- 5-	4.15	3.94	4.20	4.26	3.81	3.48	3.58	3.86	4.11	3.73	4.83
6-10-	4.16	3.95	4.13	4.20	3.86	3.55	3.69	3.92	4.03	3.76	3.98
11-15-	4.18	4.01	4.04	4.17	3.88	3.67	3.79	3.96	4.01	3.78	4.02
16- +-	4.24	4.03	4.16	4.23	3.98	3.69	3.81	3.97	3.94	3.89	4.07
Professional Organizations Membership											
2 or More/Committed-	4.20	3.99	4.15	4.23	3.89	3.59	3.71	3.91	4.06	3.80	4.04
1 or less/Less committed-	4.14	3.89	4.12	4.12	3.86	3.63	3.70	4.00	3.81	3.78	3.97
Level of degree earned											
Advanced/Yes-	4.19	3.97	4.14	4.22	3.89	3.60	3.72	3.93	4.02	3.80	4.03
Bachelors/No-	4.24	4.10	4.08	4.18	3.79	3.53	3.34	3.74	3.84	3.47	3.85
Future Plans to Remain in Field											
No -	4.06	3.90	4.00	4.09	3.83	3.54	3.64	4.01	3.81	3.63	3.95
Yes-	4.20	3.98	4.16	4.24	3.89	3.60	3.72	3.91	4.05	3.81	4.04
1. Higher Education 2. American College 3. Helping Relationships 4. Human Development 5. Organizational Behavior 6. Administration 7. Research and Evaluation 8. Administrative Uses of Computers 9. Practicums and Internships 10. Appraisals 11. Professional Orientation											

A summary of the significant differences in means for the eleven dependent core variables and the five independent variables is reported in Table 13.

Table 13. --Summary table of significant differences in means for eleven dependent variables across five independent variables* $p < .05$; ** $p < .01$

Core Areas	Independent Variables				
	I	II	III	IV	V
	Level of Title	Years of Service	Professional Organization	Future Plans	Level of Degree
1. Higher Education				* .02	
2. American College					
3. Helping Relationships	** .0001			* .04	
4. Human Development				* .04	
5. Organizational Behavior	* .029				
6. Administration	** .0001	** .008			
7. Research and Evaluation		** .002			** .01
8. Administrative use of Computers	** .003				
9. Practicums and Internships			* .02		
10. Appraisals	* .028				
11. Professional Orientation	* .019				

NOTE:

- I. Level of Title: **S**enior, **M**iddle, and **L**ower personnel - ANOVA - probability of F
- II. Years of Service: **L**ess than 5 versus **M**ore than 6 - ANOVA - Probability of F
- III. Professional Organization Membership:
Two or more/**C**ommitted versus One or less/**T**emporary - t -test - probability of $|t|$
- IV. Future Plans:
Plans to **R**emain in field versus plans to **E**xit the field - t -test - probability of $|t|$
- V. Level of Degree:
Advanced degree versus **B**achelors degree or less - t -test - probability of $|t|$

Research Questions Summary

In summary, to answer the first research question: Overall, are there differences in how the various groups of student development practitioners view the standards' job relevance?

Based on the responses, there are few and scattered significant differences in how the practitioners responded. The distribution of the means seems to indicate a variance in opinions from means of 4.00-4.99 to means of 3.00 - 3.99. Those three areas with means of 4.00 - 4.99 are in rank order:

- (1) higher education, student affairs functions, and student development applications;
- (2) helping relationships and career development, and
- (3) human development theory and practice.

There were no areas below 2.99.

Research question two: Does one's gender influence how one responds to the job relevance of CACREP's core areas?

As earlier stated, this variable was ruled out as having little to no value to the study and was not reported in the results other than the frequency of occurrence in the population.

Research question three: Does one's ethnicity influence how one responds to the job relevance of CACREP's

11 core areas? If so, to what extent?

As with question research question two, this variable was also ruled out as having little to no value to the study and is not reported in the results other than the frequency of occurrence in the population.

Research question four: Does one's years of service as a student development practitioner influence how one responds to the job relevance of the CACREP core areas? If so, to what extent?

Based on the mean responses of the practitioners, the data analyses appeared to indicate a trend that the greater the number of years in service, the greater the value of the means in seven of the eleven core areas, though not necessarily significantly so. Three areas had higher means for the lower number of years of service practitioners. The one remaining area had a higher mean for the sixteen years plus practitioners, but the 11 to 15 and 0 to 5 years of service practitioners had a mean above 4.00 (a difference of only .04 in means) and the 6 to 10 years of service practitioners valued it the least, but still the mean was only .04 points below. One's years of service as a student development practitioner does appear to influence responses to the job relevance of the 11 core areas. There are two areas where a significant difference occurred: (1) administration; and (2) research and evaluation.

Research question five: Does one's type of employment institution influence how one responds to the job relevance of CACREP's 11 core areas? If so, to what extent?

Question five was ruled out as having little to no value to the study and is not reported in the results other than the frequency of occurrence in the population.

Research question six: Does one's level of degree earned, major, year degree earned, and granting institution, influence how one responds to the job relevance of CACREP's eleven core areas? If so, to what extent?

One's type of major, year degree earned, and granting institution were ruled out as have little to no value to the study and are not reported in the results other than the frequency of occurrence in the sample.

One's level of degree earned was analyzed. Based on the practitioners responses, the data analysis seemed to indicate that the more advanced the degree the greater the mean score. The advanced degreed practitioners had means in nine core areas that are higher than the bachelor's or less degreed practitioners. There was one area where a significant difference occurred: research and evaluation.

Research question seven: Does one's level of position or title, (senior, middle or lower level personnel), influence how one responds to the job relevance of the CACREP's eleven core areas? If so, to what extent?

Based on the responses of the practitioners, the data analysis appears to indicate a trend that title level does affect one's responses to the 11 core areas. There was variance among the three levels, with senior level personnel and lower level personnel having higher mean scores in five core areas each above middle level personnel. The eleventh core area had higher mean scores for senior and lower level personnel over middle level personnel. Middle level personnel had the lowest means, though not significantly so, for the 11 core areas for all three levels of personnel. Six areas of significant difference occurred in level of title. They are in rank order:

- (1) helping relationships and career development;
- (2) organizational behavior and development;
- (3) administration;
- (4) administrative uses of computers;
- (5) appraisal, and
- (6) professional orientation.

Research question eight: Does one's career plans to remain in the field of student development influence how one responds to the job relevance of the CACREP's 11 core areas? If so, to what extent?

Based on the data analysis, it appears that those practitioners with plans to remain in the field have higher mean scores for the 11 core areas than do those who plan to

leave the field. The practitioners who plan to remain in the field have higher means for ten of the core areas than do the practitioners who plan to exit the field, with a significant difference noted in three of the core areas.

They are in rank order:

- (1) higher education, student affairs functions, and student development applications;
- (2) helping relationships and career development; and
- (3) human development theory and practice.

Research question nine: Does one's membership in professional organizations influence how one responds to the job relevance of the CACREP's eleven core areas? If so, to what extent?

Based on the responses of the practitioners, the data analysis seemed to indicate that practitioners with membership in two or more organizations does influence how a practitioner responds to the 11 core CACREP areas. The practitioners who participates in two or more professional organizations had higher mean scores for 9 of the core areas than the practitioners who had membership in one or less organizations. There was one area where a significant difference occurred, practicums and internships.

Research question ten: Does one's degree program type, CACREP or non-CACREP, influence how one responds to the job

relevance of CACREP's eleven core areas? If so, to what extent?

Based on the responses of the practitioners, the data analyses indicates degree program type does affect the responses of the practitioners. The non-CACREP accredited program practitioners had higher mean scores for six of the core areas than the CACREP accredited practitioners. And, the CACREP accredited practitioners had higher mean scores for the remaining five core areas than the non-CACREP accredited program practitioners. There were two areas of significant difference and they are in rank order:

- (1) organizational behavior and development;
and
- (2) practicums and internships.

There is an effect caused by attendance in both the CACREP and non-CACREP degree programs.

Research question eleven: Have the standards had an effect on the field of student development? Do the standards matter to the current practitioner; i.e. are they of value, and to what extent?

Based on the analyses, it appears that the standards are useful to many practitioners from varied roles, backgrounds, institutions, and titles. The practitioners opinions yielded no means below 3.00 for any of the standards content areas. There is uniformity in the perceptions of the basic constructs of the profession. The

lack of finding many significant differences supports the uniformity of opinions of the practitioners. The CACREP standards seem to have tapped the basic premises and constructs of a profession in the making.

At least three areas had overall means of 4.00 to 4.99.

They are in rank order:

- (1) higher education, student affairs
functions, and student development
applications;
- (2) human development theory and practice;
and
- (3) helping relationships and career
development.

The remaining eight areas had means between 3.00 and 3.99. Again no areas means fall below 3.00.

Research question twelve: Do the practitioners plan to remain in the student development profession?

Based on the practitioners responses, the data analysis reveals that 87.7% of the respondents indicated plans to remain in the field.

CHAPTER V

DISCUSSION

Introduction

The purpose of this study was to determine the opinions of practitioners as to the job relevancy of the CACREP standards. First, the study examined the relevancy of the eleven core areas of the CACREP standards in general to all practitioners as a group. Second, the study examined selected independent variables which might influence how the practitioners respond to the question of job relevancy of the eleven core areas. The dependent variables were the responses to the 69 items aggregated into the 11 core subscales, and the independent variables were: level of years of service, level of degree earned, type of degree program, level of position or title, career plans to remain in student development practice, and membership in professional organizations. These independent variables were used, as they were considered to serve as indicators of the individual commitment or dedication to the profession and seriousness about the profession of student development (see chapter 1 for operational definition).

This chapter focuses on a discussion of the characteristics of the respondents, statistical analyses by significant differences, implications and limitations of the study, and conclusions and recommendations drawn from the study.

Characteristics of the Respondents

The respondents in the study with regard to race and sex were:

predominantly white (91%), and
female (57%).

The respondents in the study with regard to length of service in the student development field were:

new to the field, 5 or less years (30%),
in service 6 to 10 years (23%),
in service 11 to 15 years (17%), or
in service for 16 or more years (29%).

The respondents in the study with regard to type of employment institution were:

public four-year and graduate degree granting
colleges and universities (51%),
private four-year and graduate degree granting
colleges and universities (22%), or
public two-year (23%).

The respondents in the study with regard to type of

educational degree were:

a masters degree (95%), or
doctoral degree (37%).

The respondents in the study with regard to employment position were:

senior level management (32%),
middle level management (40%), or
lower level management (28%).

The respondents in the study with regard to career plans were:

planned to stay in the field (88%).

The respondents in the study with regard to membership in professional organizations were:

belonged to at least one (100%), or
belonged to two or more (over 80%).

This description of the practitioners who responded to the survey is encouraging. It indicates that new practitioners are moving into the field and that the field is maintaining practitioners with experience.

It is noteworthy that the field is diverse in its characteristics, especially in the matter of the titles held by practitioners. While it is true that there are many specialists within the broad general field of student development, it is useful to the field to recognize that the

generalists and the specialists in the field seem to agree that no areas of the CACREP standards are unimportant to work.

Discussion of Differences

Years of Service

The ANOVA for differences between the four levels of years of service for the eleven core variables reveals a significant difference in means of two core areas, with the practitioners having fewer years of service (0 to 5 and 6 to 10 years) having lower mean scores for administration skills and knowledge than the practitioners having more years of service (11 to 15 and 16 plus years of service). This is also true in the second area of significant difference, research and evaluation skills.

Examination of the means for years of service suggests that, even though there were only two areas of significant difference, there are noteworthy differences in the means for the eleven areas among the four levels of practitioners.

For example, practitioners with more years of service (11 to 15 and 16 plus) have higher means in eight of the core areas than practitioners with less years of service. These areas in descending order of means are:

- (1) higher education, student affairs
functions, and student development

- applications;
- (2) professional orientation;
 - (3) American college student and the college environment;
 - (4) administrative uses of computer;
 - (5) organizational behavior and development;
 - (6) appraisal;
 - (7) research and evaluation; and
 - (8) administration.

The remaining three areas had higher means for practitioners with less years of service (0 to 5, and 6 to 10 years) and they are in descending order of means:

- (1) human development theory and practice;
- (2) helping relationships and career development, and
- (3) practicums and internships.

It would seem that the differences in the means across the eleven areas, distinguished by years of service, are logical. Upon examination of the means, not referring to significance, referring back to the original Likert four-point scale of 5-critical importance to work, 4- important to work, 3-questionable importance to work and 2-not important to work, those areas that were important to practitioners who are more advanced in years of service

appear to reveal more concern in content with broad job operational kinds of skills and skills that make the organization operate smoothly. The practitioners with less years of service could be expressing a perception that those areas directly related to client-student services and counseling skills and knowledge are more important to work. This suggests the need for a broad spectrum of educational content in training programs for the beginners in the field who usually begin their careers in entry level student contact positions, as well as for those practitioners who have served the field for several years and generally perform jobs in the profession that require different sets of skills, such as management. The content of the CACREP standards is therefore supported by all levels of years of service as necessary for practice.

Practitioners' opinions analyzed by years of service suggest that the content of the CACREP core standards differs in relevancy to work by level of years of service. Future research may want to consider years of service as a variable.

Level of Degree Earned

Use of a t-test for differences in opinions between practitioners with advanced degree versus those with bachelors or less degree seems to indicate a significant

difference in means for one area, research and evaluation, with the advanced degree practitioners having a higher mean score than the bachelor degree practitioners.

A possible explanation might be that the higher the degree, the more training the practitioner may have received in research and evaluation, therefore appreciating the value of research to the profession.

It is interesting to examine all the means for level of degree earned for all practitioners and note that, even though there were no significant differences, there apparently are some noteworthy differences in the job relevancy of the eleven core areas.

The practitioners with advanced degrees have a higher mean for nine core areas than those with a bachelors or less degree. These areas in descending order of means are:

- (1) human development theory and practice;
- (2) helping relationships and career development;
- (3) professional orientation;
- (4) practicums and internships;
- (5) administrative uses of computers;
- (6) organization behavior and development;
- (7) appraisal;
- (8) research and evaluation, and

(9) administrative uses of computers.

Of the nine areas, four areas were 4.00 to 4.99, and five areas were 3.00 to 3.99.

The two remaining core areas had higher means, 4.00 - 4.99, for the bachelors or less degree practitioners, and they are, in descending order of means:

- (1) higher education, student affairs
functions and student development
applications; and
- (2) American college student and the college
environment.

This demonstrates a perspective on the CACREP standards not expressed before, possibly suggesting that the more advanced degree a practitioner receives, the more important the content of the CACREP core standards. Applying this interpretation to the field, the educational training provided for bachelors, masters, educational specialists and doctoral degrees needs to incorporate the content of the standards in order for practitioners to be better prepared to work in the field, especially if they plan to advance up the career ladder. Advanced degree practitioners appear to better appreciate the applicability of the standards content to professional development. The broad spectrum of content of the standards is once again supported by the

practitioners as necessary to practice. Future research may want to consider level of degree as a variable.

CACREP Accredited Degree Programs

The difference between graduates of CACREP accredited degree programs versus non-CACREP accredited degree programs for the eleven core areas resulted in significant differences for the means in two areas, with CACREP accredited programs practitioners having a higher mean score one area, practicums and internships, and the non-CACREP accredited program practitioners having a higher mean score in the other area, organizational behavior and development.

Even though there were no significant differences in the other nine areas, it is interesting to note the CACREP accredited degree program practitioners have higher, yet not significantly, means scores in five areas than the non-CACREP accredited degree program practitioners. They are in descending order of means:

- (1) practicums and internships;
- (2) helping relationships and career development;
- (3) American college student and the college environment;
- (4) appraisal; and
- (5) research and evaluation.

The non-CACREP accredited degree program practitioners have higher means in six areas than the CACREP accredited degree program practitioners. They are in descending order of means:

- (1) human development theory and practices;
- (2) higher education, student affairs functions, and student development applications;
- (3) professional orientation;
- (4) organizational behavior and development;
- (5) administrative uses of computers; and
- (6) administration.

It is important to observe that several of the means between the two groups were so close, only 0.01 point difference, that essentially the area seemed to be of equal value for the entire group. There were three areas this close in mean score. They are in rank order of mean:

- (1) human development theory and practices;
- (2) higher education, student affairs functions, and student development applications, and
- (3) administrative uses of computers.

It is interesting to note that the CACREP practitioners so strongly considered the core area of practicums and

internships knowledge and skills important to work, with a mean of 4.29. It is not discernable whether this strong a valuing of the core area is directly due to specific training received in CACREP degree programs or not, but it certainly suggests further research. The respondents opinions by degree program type, CACREP or non-CACREP, support CACREP's continued existence; the sets of knowledge and skills are indicated to be needed for practice. As the number of CACREP degree programs grow and more graduates matriculate into the field, future research would want to consider degree program type as a variable.

Level of Title

The ANOVA for differences between the three levels of title for the eleven core variables indicates that the difference in means in seven core areas was greater than chance, with lower level personnel having higher means in four areas, 4.00 to 4.99, and senior level personnel having higher means in three areas. Significant differences occurred in these areas in rank order of means:

- (1) helping relationships and career development;
- (2) organizational behavior and development;
- (3) administration;
- (4) administrative uses of computers;

- (5) appraisal; and
- (6) professional orientation.

Based on the four-point Likert scale, lower level personnel had means above 4.00. They are in rank order of means:

- (1) helping relationships and career development;
- (2) human development theory and practice;
- (3) higher education, student affairs functions, and student development applications;
- (4) professional orientation; and
- (5) practicums and internships.

Middle level personnel had four areas with means above 4.00. They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs functions, and student development applications;
- (3) helping relationships and career development; and
- (4) practicums and internships.

Senior level personnel had six areas with means 4.00 or above. They are in rank order

or means:

- (1) higher education, student affairs functions, and student development applications;
- (2) human development theory and practice;
- (3) administrative uses of computers;
- (4) American college student and the college environment;
- (5) helping relationships and career development; and
- (6) professional orientation.

Five areas for senior personnel had higher means than middle or lower level personnel. They are in rank order of means:

- (1) higher education, student affairs functions, and student development applications;
- (2) American college student and the college environment;
- (3) organizational behavior and development;
- (4) administration; and
- (5) administrative uses of computers.

Middle level personnel means scores on three areas were higher than senior level personnel. They are in rank order

of means:

- (1) helping relationships and career development;
- (2) human development theory and practice; and
- (3) practicums and internships;

Middle level personnel mean scores on five areas were higher than lower level personnel. They are in rank order of means:

- (1) higher education, student affairs functions, and student development applications;
- (2) American college student and the college environment;
- (3) administration;
- (4) administrative uses of computers; and
- (5) professional orientation.

Lower level personnel had mean scores in five areas higher than both senior and middle level personnel. They are in rank order of means:

- (1) helping relationships and career development;
- (2) human development theory and practice;
- (3) practicums and internships;

- (4) appraisal; and
- (5) professional orientation.

Placement in the hierarchy of title seems to be related to different sets of knowledge and skill needed to perform one's job. These differences are not surprising in the field and would seem to indicate that preparation programs need to offer practitioners a broad array of knowledge and skills in order to perform entry level through senior level positions in student development, again confirming the importance of the content of CACREP standards to the field. Future research may want to consider title as a variable.

Plans to Remain in the Field

The t -test for differences between practitioners with plans to remain in the field versus those with plans to exit the field seem to indicate significant differences for three core areas, with the practitioners with plans to remain in the field having higher means, 4.00 to 4.99, or more important opinions of the skills and knowledge, than the practitioners with plans to exit the field. The areas in descending order of means are:

- (1) human development theory and practice;
- (2) higher education, student affairs
functions and student development
applications, and

- (3) helping relationships and career development.

In examination of all eleven means for plans to remain in the field of student development, regardless of significance, it is of interest to note the opinions on job relevancy, three areas have higher mean scores, 4.00 to 4.99, and eight areas have lower means of 3.00 to 3.99. The lowest mean was $\bar{m} = 3.54$, for leavers, on the core area of administration. There are no areas with means below 2.99.

Overall, those who plan to remain as practitioners have ten core areas with higher mean scores than do those who intend to leave the field. Those areas are, in descending value of means:

- (1) human development theory and practice;
- (2) higher education, student affairs functions and student development applications;
- (3) helping relationships and career development;
- (4) practicums and internships;
- (5) professional orientation;
- (6) American college student and the college environment;
- (7) organizational behavior;
- (8) appraisal;

- (9) research and evaluation; and
- (10) administration.

It seems to follow that practitioners choosing to remain in the field value the content of the standards to a greater degree than those leaving the field.

Based on knowledge gained from the t -test for plans to remain in the field, the content of the CACREP core standards appears to have higher mean scores and thus are considered to be more important to work by practitioners remaining in the field. The job relevancy of the content for practice in the field appears to be confirmed by those practitioners who plan to make a career of student development. Therefore, it would seem that there is agreement on knowledge and skills needed to work in the field. The value of the CACREP core standards content to practice is once again supported as necessary to practice. The variable of plans to remain in the field of student development may be worth including in future research.

Professional Organization Membership

The t -test for the differences between professional organization membership, two or more (committed), versus one or less (less committed) for the eleven core variables indicates that the difference between means in one core area was greater than chance. In the areas practicums and

internships the two or more membership group, had a higher mean score ($\bar{m} = 4.06$) than the one or less membership group ($\bar{m} = 3.81$).

Examination of the eleven core areas means suggests that, even though not all areas had significant differences, there are differences in the mean scores for the two groups in professional organizations membership worthy of discussion.

Two or more membership practitioners had five areas with means between 4.00 and 4.99. They are in rank order of means:

- (1) higher education, student affairs functions, and student development applications;
- (2) helping relationships and career development;
- (3) human development theory and practice;
- (4) practicums and internships; and
- (5) professional organizations.

One or less membership practitioners had four areas with means between 4.00 and 4.99. They are in rank order of means:

- (1) higher education, student affairs functions, and student development

- applications;
- (2) helping relationships and career development;
- (3) human development theory and practice; and
- (4) administrative uses of computers.

Nine areas had higher mean scores for the two or more membership practitioners than by the one or less membership practitioners. In descending order of means, they are:

- (1) human development theory and practice;
- (2) higher education, student affairs functions and student development applications;
- (3) practicums and internships;
- (4) professional orientation;
- (5) American college student and college environment;
- (6) organizational behavior and development;
- (7) appraisal;
- (8) helping relationships and career development; and
- (9) research and evaluation.

The one or less membership practitioners have higher means for the two remaining areas than the two or more

membership practitioners. They are in rank order of means:

- (1) administrative uses of computer; and
- (2) administration.

Practitioners, viewed from the perspective of membership in professional organizations, seem to agree that three areas have means 4.00 to 4.99. They are in rank order of means:

- (1) higher education, student affairs
functions, and student development
applications;
- (2) helping relationships and career

development; and

- (3) human development theory and practice.

Overall the other eight areas were below a mean of 4.00 but above 3.00. The practitioners opinions, analyzed by professional organizations on the value of the CACREP core standards, confirm again that the content of the standard is valuable to practice and supports the continued existence of CACREP standards.

The content of the CACREP standards is again supported as necessary for practice in the field of student development. Professional organizations as a variable might be included in future research.

Practitioners as a Whole

The practitioners as a whole had five areas with grand means of 4.00 to 4.99. They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs
functions, and student development
applications;
- (3) helping relationships and career
development;
- (4) professional orientation, and
- (5) practicums and internships.

The remaining six areas had overall grand means that ranged from 3.00 to 3.99. They are in rank order of means:

- (1) administration;
- (2) research and evaluation;
- (3) appraisal;
- (4) organizational behavior and development;
- (5) administrative uses of computers, and
- (6) American college student and the college environment.

The overall means place the eleven areas in the following descending order for practitioners:

- (1) human development theory and practice;
- (2) higher education, student affairs
practice and student development
applications;
- (3) helping relationships and career
development;
- (4) professional orientation;
- (5) practicums and internships;
- (6) American college student and college
environment;
- (7) administrative uses of computers;
- (8) organizational behavior and development;
- (9) appraisal;

- (10) research and evaluation, and
- (11) administration.

The rank order of means suggests that those subject areas actually dealing with direct contact with students as opposed to numbers, data, and operating offices are considered more important to work by the practitioners as a whole. It is not surprising that people who enter student development as a profession might prefer to deal with students as opposed to things; the field is historically known to attract people who prefer to work with people.

Based on the broad diversity of the sample of respondents, it is possible to generalize that at least five core areas of the CACREP standards may also be important to the entire population of student development practitioners:

- (1) human development theory and practice;
- (2) higher education, student affairs
practice and student development
applications;
- (3) helping relationships and career
development;
- (4) professional orientation, and
- (5) practicums and internships.

To substantiate this conclusion, further research to verify importance to work is recommended. Practitioners as a whole

considered all areas either important or of questionable importance to practice. No areas were considered not relevant to practice, therefore supporting CACREP's existence. The sets of knowledge and skills within the standards are described as needed by all levels, and types of practitioners for practice in the field of student development. The CACREP core standards' value to the profession as necessary for practice is supported by the practitioners. Those areas with means 3.99 or below are the areas that researchers should further investigate as to their applications to practice and what such findings may mean to graduate preparation programs.

Respondent's Comments

The respondents made several comments on the survey instrument that are worthy of reporting, such as, "I found a discrepancy in that something may be crucial to being effective in my job as a counselor, but may not be in use. For example, knowledge of student development theory is crucial to being a counselor in an academic college, but few of my co-counselors know these or put them into use".

The comment expresses a concern that the lack of consensus in the profession on the subject matter of training produces practitioners with different sets of knowledge and skills, affecting opinions of other

practitioners on the quality of student development practice, and in some cases, creating a negative perception of the field.

Other comments made included, "Due to constrained displacement and 'de-professionalization' of practices, may have to leave the field against desires". And "If I find a job with better senior management and less stressful, I will stay in student development".

These statements express the concerns about what may be some reasons practitioners leave the field. We do not really understand why practitioners leave, indicating a potential need for further research. Is it lack of preparation or is it poor recognition of the profession's purposes by other education professionals?

Final selected comments include, "As an admissions counselor student development practices definitely are relevant to the position"; "my graduate education in student personnel work have proved to be highly relevant and valuable to my work in various administrative positions."

These more positive commentaries on the worth of student development applications learned in degree programs add credence to the standardization of graduate education programs content. Good quality education is the key to successful, recognized work in the field. These comments

encourage the prospect of further research on standardization of our basic theory, knowledge and skills to be taught in our graduate education programs. The call for a unified base continues to exist.

Implications and Limitations of the Study

Implications

The information provided by the results of this study has provided a basis for much needed future student development research and development of standards. Practitioners and researchers in student development may use these findings as baseline data concerning the content deemed useful to work by practitioners as a basis for determining what is most helpful in preparing student development practitioners, at least at the present time.

This study was intended only to establish baseline usefulness of the current content of the CACREP standards to practitioners. The need for continuous study of changes in the field, over time, is indicated. The profession of student development can use these findings as a beginning on which to base further research. Core areas which were of questionable importance to the practitioners will require further study to track continued job relevancy of the CACREP standards as more programs include use of these standards as part of their program offerings and requirements.

This study provides useful information on the current state of progress on standards and training content and could be used as one basis to assess the development of the profession of student development in years to come. It demonstrates that the field shows agreement on a common body of skills and competencies necessary for professionalism in student development practice. The seeds of the process of content validation have been planted and need to be carried forth in future research. Student development also appears to be at the point of profession development that Flexner (1915) described as self-policing of the educational curricula and concurrent supervised applied training by use of accreditation as a mechanism for evaluating the content of university-based programs.

As Matarazzo (1977, 1983) indicated was necessary for a profession to exist, student development practitioners believe that content of CACREP standards is important to practice indicating that the current standards' skills and competencies are related to current work. The profession is progressing towards an advanced stage of profession development with concrete, specific, practiced standards for training and excellence. The questionable areas with means of 3.99 or below need additional study to confirm or deny their job relevancy in the field.

McGaghie (1980) recommended that a profession needs to define its constructs and competencies and then validate these with the practitioner as part of the process of becoming a profession. This study lends support to the profession of student development defining its competencies, skills, and knowledge necessary for practice. It provides practitioners baseline information on the job relevancy of the content of the CACREP standards (competence constructs) as necessary for practice. The effort to secure opinions from practitioners as well as educators has begun, as Matarazzo (1977) recommended was necessary for a profession to undergo in the process of development. Wellner's (1981) proposal that there be "truth in packaging" (p. 98) that practitioners have met specific educational and credentialing standards relevant to practice in the field is closer to being met in student development.

The results indicate that preparation of current practitioners is varied and leads to questions about the effects of this diversity. Is what is being practiced in the field what needs to be practiced? Are the graduate training programs preparing practitioners for what really needs to be done in the field? The areas with means 3.99 or below need to be further examined in this manner. Some means were so close to 4.00, that a more detailed study on

these areas could produce evidence that they are of more value than this study found.

Practitioners, regardless of academic preparation, seem to support and value the contents of five of the CACREP standards. It would be of use to the field for more research to be done nationally on consolidation of content of graduate training programs to reach agreement in the field on one set of standards for training that would be updated regularly as Matarazzo (1977) recommended for a true profession. The results of this study can serve as the beginning of an on-going self-evaluation and examination process required to give credence to the profession, as Knock (1988) recommended.

One additional implication for further inquiry comes from the methodology used in this research. Further research might include modification of the instrument for more generalizable results. The modifications would be in the selection of demographic information for the instrument. Not all data included appear related to practitioners opinions on the importance of the content of the CACREP core standards to work. Some demographic information could be eliminated and the study not be as cumbersome to complete, but still yield data contributing to the profession's development.

Limitations

Certain limitations of this study could affect the generalizability of the results.

Risk of Constrained Recall and Constrained Reporting

Research involving individual opinions and perceptions is subjective, but in this study, opinion was exactly what the researcher was soliciting. The fact that the researcher was already a student development practitioner added emphasis to the desire for positive results on the value of the standards to practice.

Sample

The sample of practitioners was limited to the southeastern United States. However, the receipt of degrees from institutions from all areas of the United States lends credence to opinions representing the entire United States as a whole.

The sample was drawn from 8 southeastern states and, upon examination of graduate programs across the United States, it appears that the southeast is a very conscientious area of the country in program offerings and in accreditation efforts. This could yield results not applicable to the entire student development practitioner population. Future studies should include practitioners from more widespread parts of the U.S.

The sample included practitioners with membership in ACPA and NCSD. Those practitioners did not consistently report membership in AACD when a subdivision membership was indicated. One has to be a member of AACD when a member of its subdivision, such as ACPA. This did limit the findings in the analysis using professional organization membership.

Unfortunately there was an incorrect spelling of the SACSA organization on the instrument (SASCA). So these results are not useful to the study and affected the professional organization membership variable and its analysis.

Varied Academic Preparation

It is reasonable to assume that the wide variations in academic preparation of the student development practitioners in these results do effect the results. This may be the reason some areas were questionable to practice. Practitioners may not realize the value of certain standards content to practice. Until the profession reaches agreement on common degree preparation for all levels of positions in the student development field this will continue to be an issue. It is suggested that one way agreement could be reached is with the expansion of the number of CACREP accredited degree programs, resulting in commonly prepared graduates, and these future graduates of

CACREP programs being hired to fill vacancies.

Conclusion

The preponderance of results clearly suggests that there is some job relevance in the content of the CACREP knowledge and skills to practice in the field. The rank order of the grand means is reported in Table 14.

Table 14. --Rank order of grand means for total group of practitioners

Category	<u>n</u>	mean	<u>sd</u>
Human Development	421	4.22	0.49
Higher Education	418	4.19	0.38
Helping Relationships	446	4.14	0.54
Professional Orientation	425	4.03	0.48
Practicums and Internships	424	4.02	0.83
American College	423	3.98	0.54
Administrative uses of Computers	427	3.93	0.63
Organizational Behavior	337	3.89	0.50
Appraisal	362	3.79	0.57
Research and Evaluation	432	3.71	0.53
Administration	390	3.60	0.48

Based on overall grand means these areas emerge with means of 4.00 to 4.99 for practitioners across all tests performed. They are in rank order of means:

- (1) human development theory and practice;
- (2) higher education, student affairs
functions and student development
applications;
- (3) helping relationships and career
development;
- (4) professional orientation, and
- (5) practicums and internships.

These areas emerge with means of 3.00 to 3.99 across all test performed. They are in rank order of means:

- (1) American college student and the college
environment;
- (2) administrative uses of computers;
- (3) organizational behavior and development;
- (4) appraisal;
- (5) research and evaluation, and
- (6) administration.

The confirmation of these areas, as necessary to practice, (no areas were considered not relevant) strengthen the definition of the basic constructs of the profession, therefore, strengthening the practice of student development

as a recognized profession. The opinions support and agree on common theoretical constructs, knowledge and skills used in practice. Those areas identified where there is agreement need further validation research, and those other with questionable importance need further investigation as to job relevance to practice.

The results provide a consensus on a shared vision of what skills and knowledge practitioners are expected to know in order to practice and work in the field. There is partial substantiation of common core theory and practice as Kuk (1980) stated was necessary in order to call student development a profession. There is acceptance of parts of the content of the CACREP standards as important to practice, and parts as questionable to practice as baseline skills and knowledge needed to practice in the profession at the present time.

Recommendations

Quantitative research needs to be conducted to substantiate these findings and to promote growth in the profession of student development. The study still leaves unresolved some pressing unresolved issues on the very foundations of student development practice.

Those six areas that resulted in means 3.99 or below, need to be further followed with research as more programs

become CACREP approved. They are in rank order:

- (1) American college student and the college environment;
- (2) organizational behavior and development;
- (3) administration;
- (4) research and evaluation;
- (5) administrative uses of computers; and
- (6) appraisal.

The opinions of practitioners who have been granted degrees from CACREP accredited programs need further investigation. Their opinions on the relevance of training content to practice, after a few years experience in the field as practitioners, would be of major importance to the profession, its accreditation process, and the development of future standards. There is, in the results of this research, some support to the claims of the profession to be based on a common body of knowledge and skills. More detailed research to move the profession toward solidification of the foundations of student development is indicated.

This study is only a beginning step toward understanding how current CACREP standards relate to job functions. Data need to be collected and analyzed by the profession, practitioners and academicians alike, as the profession moves increasingly towards uniform standards for

education and graduate training in an attempt to improve and unify practice within the profession of student development.

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APPENDIX A
CACREP Standards

CACREP ENTRY-LEVEL PROGRAM STANDARDS

Reprinted from the CACREP Accreditation Procedures Manual and Application July 1988

Human Growth and Development –

studies that provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.

Studies in this area would include, but not be limited to the following:

- a. life-span theories of human development.
- b. major theories of personality development and historical influencing factors.
- c. normal and abnormal human behavior including psychological and sociological factors.
- d. major learning theories and historical influencing factors.
- e. cognitive-structural developmental theories concerned with moral, intellectual, and ethical development.

Social Cultural Foundations – studies that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.

Studies in this area would include, but not be limited to the following:

- a. socioeconomic trends and changes in society including sources of conflict, methods of conflict resolution, and responses to change.
- b. trends and changes in human roles including traditional and nontraditional male and female roles and factors influencing role development and change.
- c. multicultural and pluralistic trends including characteristics and concerns of subgroups, subgroup and societal interaction patterns, and methods of conflict resolution.
- d. major societal concerns including stress, person abuse, substance abuse,

discrimination on the basis of human characteristics such as age, race, religious preference, ethnicity, or gender, and methods for alleviating these concerns.

Helping Relationships – studies that provide an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.

Studies in this area would include, but not be limited to the following:

- a. counselor or consultant characteristics and behaviors that influence helping processes including gender and ethnic differences, verbal and nonverbal behaviors, personal characteristics, orientations, and skills.
- b. client or consultee characteristics and behaviors that influence helping processes including gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
- c. factors, other than participants, that influence helping processes including environmental and social factors, relationships external to the helping process, and commitment to change.
- d. major counseling and consultation theories including research, and factors considered in applications.
- e. helping skills including philosophic and theoretical bases, research, and factors considered in applications.

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Groups – Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Studies in this area would include, but not be limited to the following:

- a. principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.
- b. group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.
- c. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature.
- d. group counseling methods including group counselor orientations and behaviors, ethical considerations, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
- e. other types of small group approaches, theories, and methods.

Lifestyle and career development – studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; life-style and career decision-making; and career development program planning, resources, and evaluation.

Studies in this area would include, but not be limited to the following:

- a. major career and lifestyle development theories.
- b. career, avocational, and educational information systems including local and national sources, print media, computer-assisted career guidance, and computer-based career information.

c. major career and lifestyle counseling, guidance and education theories, and implementation models.

d. life-span career development and career counseling program planning.

e. changing roles of women and men as related to career development and career counseling.

f. interrelationships among work, family, and leisure.

g. career development and lifestyle needs and career counseling resources and techniques applicable to special populations.

h. career and educational placement, follow-up, and evaluation.

i. career and educational decision-making theory.

j. assessment instruments relevant to career planning and decision-making.

Appraisal – studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.

Studies in this area would include, but not be limited to the following:

- a. types of educational and psychological appraisal.
- b. theoretical bases for appraisal data and information.
- c. validity including methods of establishing content, construct, and empirical validity.

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d. validity including methods of establishing stability, internal and equivalence reliability.

e. major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-manages and computer-assisted methods.

f. psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations.

g. principles of appraisal data and information interpretations in helping processes.

h. ethical and legal considerations in the use of appraisal data and information in helping processes.

Research and Evaluation – studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal considerations.

Studies in this area would include, but not be limited to the following:

a. basic types of research.

b. basic statistics.

c. principles of research proposal and report development and evaluation.

d. principles of needs assessment.

e. principles of program evaluation.

f. ethical and legal considerations in research.

g. uses of computers for data management and analyses.

Professional Orientation – studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

Studies in this area would include, but not be limited to the following:

a. professional roles and functions including similarities and difference with other types of professionals.

b. professional organizations including membership benefits, activities, services to members, and current emphases.

c. history of the helping professions including significant factors and events.

d. ethical and legal standards, their evolution, methods of change, and applications to various professional activities.

e. professional preparation standards, their evolution and current applications.

f. professional credentialing including certification and licensure, and accreditation including practices and standards.

APPENDIX B

**Environmental and Specialty Standards for Student
Affairs Practice in Higher Education
(SAPHE)**

ENVIRONMENTAL AND SPECIALTY STANDARDS FOR STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION (SAPHE)

Reprinted from the CACREP Accreditation Procedures Manual and Application July 1988

COUNSELING emphasis:(SAC)

For entry-level Student Affairs Practice in Higher Education programs having a COUNSELING emphasis, the following standards should be applied under Section II, Standard K. In addition to the curricular experiences found in Section II, Standard J, the following knowledge and skills competence areas are required of all students in the program:

1. HIGHER EDUCATION, STUDENT AFFAIRS FUNCTION, AND STUDENT DEVELOPMENT APPLICATIONS –

studies that provide an understanding of the history and philosophies of higher education, student services program, pertinent research and research forms, student affairs practice, and current issues and future trends in higher education and student development models and theories.

Studies in this area include, but are not limited to the following:

- a. major historical events and factors in higher education.
- b. past and present philosophies of higher education.
- c. major research studies, researchers, and researchers, and research approaches in higher education.
- d. current issues and future trends in higher education.
- e. student affairs and student services functions within institutions of higher education.
- f. legal aspects of higher education with emphasis upon the relationship between students and their institutions.
- g. psychosocial, cognitive developmental, person-environment, humanistic, and behavioral theories of the development of students.
- h. student development implementation models relevant for programming with college populations.

i. social-cultural factors that influence college students' lives.

j. characteristics and attitudes of traditional and non-traditional college students.

k. the role and function of professional standards in higher education.

DEVELOPMENTAL emphasis: (SAD)

For entry-level Student Affairs Practice in Higher Education programs having a DEVELOPMENTAL emphasis, the following standards should be applied in lieu of Section II, Standard J.

1. HIGHER EDUCATION AND STUDENT DEVELOPMENT

FUNCTIONS – studies that provide an understanding of the history and philosophies of higher education, pertinent research and research forms, and current issues and future trends in higher education.

Studies in this area include, but are not limited to:

- a. major historical events and factors in higher education.
- b. past and present philosophies of higher education.
- c. major research studies, researchers, and research approaches in higher education.
- d. current and future issues and problems in higher education, including relationships between students and their institutions.
- e. student affairs professional functions in higher education.
- f. legal aspects of higher education, including relationships between students and their institutions.
- g. the role and function of professional standards in higher education.

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2. THE AMERICAN COLLEGE STUDENT AND THE COLLEGE ENVIRONMENT

– studies that provide an understanding of the characteristics and attitudes of traditional and non-traditional college students, impact of college environments on students, and needs analysis and environmental assessment techniques.

Studies in this area include, but are not limited to:

- a. characteristics and attitudes of traditional and non-traditional college students.
- b. impacts of different types of college environments.
- c. needs analysis approaches applicable to college student populations.
- d. environmental assessment techniques applicable to higher education.

3. ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT

– studies that provide an understanding of organizational theory including diagnosis, design, behavior, planning and management, leadership, process consultation, naturalistic research and evaluation (including feedback methods), and organizational change, decision-making, and conflict resolution.

Studies in this area include, but are not limited to:

- a. organizational and consultation theory, including diagnosis, behavior, planning, management, and consultation models and techniques.
- b. leadership theories, models, and practices.
- c. process consultation applied to higher education settings.
- d. naturalistic research, evaluation, and feedback approaches.
- e. organizational change, decision-making, and conflict resolution approaches.

f. theories of large and small group dynamics, processes, and interactions.

g. structure group interventions applicable to the development of students in higher education situations.

h. the role and function of professional standards for accreditation and program development purposes.

4. RESEARCH AND EVALUATION

– studies that provide an understanding of basic statistics, research design, proposal writing, and evaluation models and methodologies.

Studies in this area include, but are not limited to:

- a. basic statistics.
- b. research types and designs.
- c. proposal writing.
- d. evaluation models and methods.
- e. computer literacy.

5. HUMAN DEVELOPMENT THEORY AND PRACTICE

– studies that provide an understanding of theories of human development from age 17 through adulthood, theoretical models, sociocultural foundations, developmental program designs, and individual, group, and environmental assessment techniques.

Studies in this area include, but are not limited to:

- a. psychosocial, cognitive-developmental, person-environment, humanistic, and behavioral theories of human development as applied to college students and adults.
- b. student development implementation models relevant for programming use with college populations.
- c. sociocultural foundations relevant to the understanding of college students.

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d. individual, group, and environmental assessment techniques applicable to higher education settings.

6. HELPING RELATIONSHIPS AND CAREER DEVELOPMENT – studies that provide an understanding of counseling theory and related research, basic counseling skills, self-awareness, career development and counseling, career exploration techniques, and life roles and patterns for men and women.

Studies in this area include, but are not limited to:

- a. counseling theories.
- b. research on counseling processes.
- c. active-listening/facilitative-responding skills and techniques.
- d. methods of facilitating self-awareness in college students.
- e. theories of career development and career counseling relevant to college student and adult populations.
- f. career exploration instruments and techniques.
- g. male and female life roles and patterns.

ADMINISTRATIVE emphasis: **(SAA)**

For an entry-level Student Affairs Practice in Higher Education program having an ADMINISTRATIVE emphasis, the following standards should be applied in lieu of Section II, Standard J.

1. HIGHER EDUCATION AND DEVELOPMENT PERSONNEL FUNCTIONS – studies that provide an understanding of the history and philosophies of higher education, pertinent research and research forms, and current and future problems and issues in higher education.

Studies in this area include, but are not limited to:

a. major historical events and factors in higher education.

b. past and present philosophies of higher education.

c. major research studies, researchers and research approaches in higher education

d. current issues and future trends in higher education.

e. student affairs professional functions in higher education.

2. HUMAN DEVELOPMENT THEORY AND PRACTICE – studies that provide an understanding of theories of human development from age 17 to adulthood, theoretical models, sociocultural foundations, developmental program designs, and individual, group, and environmental assessment techniques.

Studies in this area include, but are not limited to:

a. psychosocial, cognitive-developmental, person-environment, humanistic, and behavioral theories of human development as applied to college students and adults.

b. student development implementation models relevant for programming use with college populations.

c. sociocultural foundations relevant to the understanding of college students.

d. individual, group and environmental assessment techniques applicable to higher education settings.

3. ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT – studies that provide an understanding of organizational theory, diagnosis, design, behavior, planning, management and leadership, process consultation, naturalistic research and evaluation (including feedback methods), organizational change, decision-making,

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and conflict resolution, large and small group dynamics and processes, structured group interventions, and theories and types of group interventions, for leadership development and training.

Studies in this area include, but are not limited to:

- a. organizational theory including diagnosis, design, behavior, planning, and management.
- b. leadership theories, models, and practices.
- c. process consultation applied to higher education.
- d. naturalistic research, evaluation, and feedback approaches.
- e. organizational change, decision-making, and conflict resolution approaches.
- f. theories of small and large group dynamics, processes, and interactions.
- g. structured group interventions applicable to the management of institutions of higher education.
- h. theories and types of group interactions for leadership development and training.
- i. the role and function of professional standards for accreditation and program development purposes.

4. ADMINISTRATION – studies that provide an understanding of legal aspects of higher education, personnel supervision and evaluation, unionization and collective bargaining, budget and finance, governance and policy making, human resource development, and information management.

Studies in this area include, but are not limited to:

- a. legal aspects of higher education, including those applicable to students, faculty, student personnel workers, and staff.
- b. theories and methods of personnel supervision and evaluation.

c. issues and trends in unionization and collective bargaining.

d. current and historical practices in higher education budget and finance.

e. current and historical practices in higher education budget and finance.

f. current and historical human resource development practices in higher education.

g. current and historical practices in higher education information management.

5. RESEARCH AND EVALUATION – studies that provide an understanding of basic statistics, research design, proposal writing, and evaluation models and methodologies.

Studies in this area include, but are not limited to:

- a. basic statistics.
- b. research types and designs.
- c. proposal writing.
- d. evaluation models and methods.

6. ADMINISTRATIVE USES OF COMPUTERS – studies that provide an understanding in areas such as computer programing and computer uses for forecasting, budgeting, program planning, communications, policy analyses, and resource allocation.

Studies in this area include, but are not limited to:

- a. administrative uses of computers in areas such as forecasting, budgeting, planning, policy analyses, and resource allocation.
- b. administrative uses of computers for communications (e.g., wordprocessing).
- c. computer hardware and software appropriate for administrative purposes.
- d. use of computers for wordprocessing purposes.

APPENDIX C**Crosswalk**

CROSSWALK
Student Development Survey- Susan Quick Phelps

**CACREP Entry level program standards and
Environmental and Specialty Standards**

Items on Survey	S A P H E			Entry Level
	SAC	SAD	SAA	
Area: Higher education, student affairs functions, and student development applications:				
1. History and Philosophies of higher education/applications	K-1-a, b	1-a, b	1-a, b	
2. Pertinent research & research forms	1-c	1-c	1-c	J-7-a
3. Current issues and future trends in higher ed	1-d	1-d	1-d	
4. Student development models and theories	1-h	-	-	
5. Variations in student services functions within institutions of higher ed	1-e	1-e	-	
6. Legal aspects of the institution and the students	1-f	1-f		
7. Theories of human development of students/ applications	1-g	-	-	
8. Student development programing	1-h			
9. Socio-cultural factors influencing student's lives	1-i			J-2-a, b, c, d
10. Characteristics & attitudes of traditional & non-traditional students	1-j	2-a		
11. Professional standards role & function in higher ed	1-k	1-g		
12. Student affairs professional functions in higher ed			1-e (42)	
Area: American College Student and the College Environment				
13. Impacts of differing college environments		2-b (41)		
14. Needs analysis approaches applicable to student populations		2-c		
15. Environmental assessment techniques		2-d		
Area: Helping Relationships & Career Development				
16. Counseling theories & applications		6-a		J-3-a, d, e
17. Research on counseling processes		6-b		J-3-d
18. Active-listening/facilitative-responding skills & techniques		6-c		J-3-b
19. Methods of facilitating self-awareness in students		6-d		J-3-e
20. Career development & Career counseling theories relevant to students & adult populations		6-e		J-1-a J-5-a, c, d, g, i
21. Career exploration instruments & techniques		6-f		J-5b, c, d, h, i, j
22. Male & Female life roles & patterns		6-g		J-5-e, f, g

Items on Survey (continued)	S A P H E			Entry Level
	SAC	SAD	SAA	
Area: Human Development Theory and Practice				
23. Understanding & application of theories of human development from age 17 to adulthood.	K-1-g	5-a	2-a	J-1-a,b,c,d,e
Psychosocial				
Cognitive-developmental				
Person-environment				
Humanistic				
Behavioral				
24. Student development implementation models for programing.	K-1-h	5-b	2-b	J-3-b,c,e
25. Sociocultural foundations for understanding college students	K-1-i	5-c	2-c	J-2-a,b,c,d,e
26. Individual, group, & environmental assessment techniques.		5-d	2-d	
Area: Organizational Behavior & Development				
27. Understanding & application of organizational theory		3-a (41)	3-a (42)	
28. Organizational diagnosis, design, behavior, planning, & management			3-a	
29. Organizational leadership theories, models, & practices		3-b	3-b	
30. Process consultation applied to higher ed		3-c	3-c	
31. Naturalistic research, evaluation, & feedback methods		3-d	3-d	
32. Organizational change, decision-making, & conflict resolution approaches		3-e	3-e	
33. Small & large group theories, dynamics, processes & interactions		3-f	3-f	J-4-a,b,c,d,e
34. Structural group interventions applicable to management of colleges			3-g	
35. Structural group interventions applicable to development of students		3-g	-	J-4-b,c,d,e
36. Theories and types of group interactions for leadership development & training			3-h (43)	J-4-b
37. Role & functions of professional standards for accreditation & program development		3-h (42)		
Area: Administration				
38. Legal aspects of higher ed. (students, faculty, & staff)			4-a (43)	
39. Theories & methods of personnel supervision & evaluation			4-b	
40. Issues/trends in unionization & collective bargaining			4-c	
41. Budget/finance history & practice			4-d	
42. Governance & policy making history & practices			4-e	
43. Human resource development practices			4-f	
44. Information management history & practice			4-g	
Area: Research and Evaluation				
45. Basic statistics		4-a (42)	5-a (43)	J-7-b
46. Research methodologies & designs		4-b	5-b	J-7-a
47. Proposal writing		4-c	5-c	J-7-c
48. Evaluation models & methodologies		4-d	5-d	J-7-e,d,f

Items on Survey (continued)	S A P H E			Entry Level
	SAC	SAD	SAA	
Area: Administrative Uses of Computers				
49. Uses of computers in the area of forecasting, budgeting, planning, policy analysis, & resource allocation			6-a (43)	
50. Uses of computers in communications (information management & word processing)		4-e (42)	6-b	1-7-g
51. Hardware & software uses for student affairs administrative purposes			6-c	
Area: Practicums & Internships				
52. Supervised practicums in the activities of various professional roles in student affairs while in college (100 clock hours)		h-1-10 (43)	h-1-9 (44)	
53. Supervised internships in the activities of various professional roles in student affairs while in college (600 clock hours)		i-(9) (44)	i-1-9 (44)	
Area: Appraisal				
54. Understanding of group & individual educational/psychometric theories, applications & interpretations				1-6-a, b (26)
55. Data gathering methods				6-b
56. Validity & Reliability				6-c, d
57. Psychometric statistics				6-f
58. Factors influencing appraisals				
59. Use of appraisal results in the helping process				6-g
60. Types of appraisal				6-a
61. Methods of appraisal				6-e
62. Ethical considerations in appraisal data use				6-h
Area: Professional Orientation				
63. Professional roles & functions				1-8-a (27)
64. Professional goals & objectives				8-a
65. Professional organizations & associations				8-b
66. Helping professions history & trends				8-c
67. Ethical & legal standards of practice				7-f; 8-d
68. Professional preparation standards				8-e
69. Professional credentialing, licensure, & accreditation practices				8-f

Please complete the following demographic questions by marking the appropriate response or filling in the response.

1. Male___ 2. Female___

3. Professional Title_____

4. Years of service as a student personnel development practitioner: 1-5___ 5-10___ 10-15___ 15+___

5 Type of institution where presently employed:

Public, two-year___ four-year___

Private, two-year___ four-year___

6. Name of institution where bachelor's degree received:

Where master's degree received:

Where doctorate degree received:

APPENDIX D

Final Survey Packet

1. Letter of Transmittal
2. Definition Sheet
3. Instructions
4. Instrument

Dear ?,

May I ask your help? I am a chief student affairs officer in the North Carolina Community College System, and am presently engaged in research for my dissertation at the University of North Carolina at Greensboro. I am conducting a study of the current job relevance of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) program standards on the Environmental and Specialty standards for Student Affairs Practice in Higher Education.

I am requesting your participation in the venture specifically because your position as a practitioner will yield valuable information on the relevance of these standards to the real world of work in student personnel/student affairs. I am interested in your opinions on the current work you do and how relevant you perceive the areas of knowledge and skills to be to your job. I have also included a helpful set of definitions of terms for common understanding of terms used in the survey.

Job relevance studies have been conducted in the fields of medicine, law, psychology, and teaching, but no one to date has focused specifically on the field of student affairs. I should like to rectify the situation and further the development of our profession.

I would very much appreciate your taking the time to complete this questionnaire. Would you indulge me even further and return it within ten days? I do appreciate your busy schedule, and I hope that the results of the study will prove to be well worth your time! Your participation will provide the study with vital data on the job relevancy of the standards used for training our future student affairs practitioners. If you would like a copy of the results of the survey, please write or call to request the results.

I am looking forward to this research venture, and believe it is of value to the continuing process of student affairs becoming a recognized profession. If you have questions or would like more information about the study, please give me a call. My number is (919) 723-0371, ex. 236 during the working day.

Thank you so much for helping.

Very Truly Yours,

Susan Quick Phelps,
Dean of Student Services,
Forsyth Technical Community College
2100 Silas Creek Parkway,
Winston-Salem, N.C. 27103

Definitions for Use With Survey

Competence: Ability; power; capable; performance and adequate knowledge involving a unique set of skills, abilities and dispositions.

Job Relevancy: Being pertinent or germane to the performance of a job.

Model: A style or design; a representation of a planned or existing practice or object; a thing regarded as a standard of excellence to be initiated.

Practice: To work at, especially as a profession, on a regular basis.

Practitioner: One who is proficient in the actual art of doing something such as the practice of a profession.

Profession: An occupationally related social institution with a high level of public trust that provides essential services to society that are based on disciplines from which technological insights are drawn and applied skills are obtained. This body of knowledge and skills is not only specific to the profession and unavailable to lay persons, it is acquired through protracted training that leads to a lifetime commitment to competence and a strong service commitment.

Role: An organized set of behaviors belonging to an identifiable office or position, highly elaborate, relatively stable, and defined to a considerable extent in explicit and even written terms.

Skill: The application of techniques, methods, interventions, and strategies needed to work in specific settings.

Standard: The minimal, least amount, of knowledge, skill, sentiment, and the like, that an evaluator will accept as a lower boundary of competence in the educational training places.

Student Personnel/ Student Affairs/ Student Development/ Student Services: Synonyms referring to the work conducted in colleges and universities with and for students to assist them in matriculating through the process and experience growth during their educational and developmental process. All are considered to be based in theories of student development.

Theory: A formulation of understanding principles of certain observed phenomena which has been verified to some degree.

Work: Direct service. Face-to-face interaction with clients which includes the application of counseling, consultation, or human development skills. In general, the term is used by CACREP to refer to the time spent by a practitioner in working with clients/students.

Survey Instructions

Please read the following instructions on how to complete the survey.

All Responses Are Confidential.

There is a row of boxes for each item reflecting an area of knowledge or skill. The boxes will allow you to rate the current job relevance of each item. Please mark the box below the letter scale in the column that is your choice. Explanation of the letter scale follows.

After you complete the questionnaire, please return it in the enclosed envelope. A response within ten days is requested.

Question: As a student development practitioner, how relevant, either actively or as background, to the current work you do now are the following areas of knowledge and skill? (Current Job Relevance)

EXPLANATION OF LETTER SCALE

C	I	Q	N	DK
<u>C</u> ritical	<u>I</u> mportant	<u>Q</u> uestionable	<u>N</u> ot Relevant	<u>D</u> on't <u>K</u> now

Example:

	C	I	Q	N	DK
Item 1. Life-span theories of human development	<u>X</u>				

(This indicates that the knowledge is important to my work now in student development.)

STUDENT DEVELOPMENT SURVEY

Relevance or Knowledge of:	C	I	Q	N	DK
1. History and philosophies of higher education/applications					
2. Student development models and theories					
3. Theories of human development of student and applications					
4. Characteristics & attitudes of traditional & non-traditional students					
5. Impacts of differing college environments					
6. Counseling theories & applications					
7. Methods of facilitating self-awareness in students					
8. Gender roles & life patterns					
9. Sociocultural foundations for understanding college students					
10. Organizational diagnosis, design, behavior, planning, & management					
11. Naturalistic research, evaluation, & feedback methods					
12. Structural group interventions applicable to management of colleges					
13. Role & functions of professional standards for accreditation & program development					
14. Issues/trends in unionization & collective bargaining					
15. Human resource development practices					
16. Basic statistics					
17. Evaluation models & methodologies					
18. Hardware & software uses for student affairs administrative purposes					
19. Understanding of group & individual educational/psychometric theories, applications & interpretations					
20. Psychometric statistics					
21. Types of appraisal					
22. Professional roles & functions					
23. Helping professions history & trends					
24. Professional credentialing, licensure, & accreditation practices					
25. Pertinent research & types of research					
26. Variations in student services functions within institutions of higher learning					
27. Student development programming					
28. Professional standards role & function in higher education					
29. Needs analysis approaches applicable to student populations					

	C	I	Q	N	DK
30. Research on counseling processes					
31. Career development & career counseling theories relevant to students & adult populations					
32. Understanding & application of theories of human development from age 17 to adulthood...					
Psychosocial					
Cognitive-developmental					
Person-environment					
Humanistic					
Behavioral					
33. Individual, group, & environmental assessment techniques					
34. Organizational leadership theories, model, & practices					
35. Organizational change, decision making, & conflict resolution approaches					
36. Structural group interventions applicable to development of students					
37. Legal aspects of higher education (students, faculty, & staff)					
38. Budget/finance history & practice					
39. Research methodologies & designs					
40. Uses of computers in the area of forecasting, budgeting, planning, policy analysis, & resource allocation					
41. Supervised practicums (less than 299 hours) in the activities of various professional roles in student affairs while in college					
42. Data gathering methods					
43. Factors influencing appraisals					
44. Methods of appraisal					
45. Professional goals & objectives					
46. Ethical & legal standards of practice					
47. Current issues and future trends in higher education					
48. Legal aspects of the institution and the students					
49. Sociocultural factors influencing students' lives					
50. Student affairs professional functions in higher education					
51. Environmental assessment techniques					
52. Active-listening/facilitative-responding skills and techniques					
53. Career exploration instruments & techniques					

	C	I	Q	N	DK
54. Student development programming models and implementation					
55. Understanding & application of organizational theory					
56. Process consultation applied to higher education					
57. Small & large group theories, dynamics, processes & interactions					
58. Theories and types of group interactions for leadership development & training					
59. Theories & methods of personnel supervision & evaluation					
60. Government & policy making history & practices					
61. Information management history & practice.					
62. Proposal writing					
63. Uses of computers in communications (information management & word processing)					
64. Supervised internships (300 or more hours) in the activities of various professional roles in student affairs while in college					
65. Validity & reliability					
66. Use of appraisal results in the helping process					
67. Ethical considerations in appraisal data use					
68. Professional organizations & associations					
69. Professional preparation standards					

Please complete the following by marking the appropriate response or filling in the response.

1. Male _____ 3. Ethnic Background: White _____ Black _____ Hispanic _____
 2. Female _____ Indian _____ Asian _____ Other _____

4. Years of service as a student development practitioner: 1-5 _____ 6-10 _____ 11-15 _____ 16+ _____

6. Type of institution where currently employed:
 Public, two-year _____ Public, four-year _____
 Private, two-year _____ Private, four-year _____

7. Bachelors Degree? Yes _____ No _____
 If Yes, major _____ Year _____
 Institution Name _____

Accreditation CACREP _____ Non-CACREP _____
 Master's Degree? Yes _____ No _____
 If Yes, major _____ Year _____
 Institution Name _____

Educational Specialist Degree? Yes _____ No _____
 If Yes, major _____ Year _____
 Institution Name _____

Doctoral Degree? Yes _____ No _____
 If Yes, major _____
 Institution Name _____

8. Please check the box that indicates most closely your position in the organizational structure at your institution.

Vice Chancellor _____

Dean _____

Assistant Vice Chancellor _____

Associate Vice Chancellor _____

Assistant Dean _____

Associate Dean _____

Categories for Directors/Coordinators/Assistants

Director or Coordinator of _____
(please indicate this with a # from the list at right)

Assistant Director or Assistant Coordinator of _____
(please indicate this with a # from the list at right)

Counselor _____

Registrar _____

Chaplain _____

Admissions Counselor _____

Recruiter _____

Other _____ Specify _____

1. Residence life, housing
2. Counseling Center
3. Career planning/Placement Center
4. Student Activities
5. Orientation
6. Financial Aid/Veterans
7. Admissions
8. Testing
9. Intramural Sports/Programs
10. Special Services
11. Campus Safety/Security
12. Recruitment
13. Marketing
14. Health Services
15. Minority Affairs
16. University/College Union
17. International Students
18. Disabled/Handicapped Services
19. Women's Services

9. Do you plan to remain in a student development position as your career plan? Yes _____ No _____

10. Please indicate the professional organizations in which you hold membership in.

I am a member of: NAWDAC _____ APA _____ NASPA _____ SASCA _____ ACPA _____ AACD _____ AERA _____

OTHER _____ specify _____

Your answers will remain confidential!!

Thank you for participating!

FOR OFFICE USE ONLY

CODE _____

DATE RECEIVED _____

DATE ENTERED _____

APPENDIX E**Letter for Pilot Study Participants**

Dear Dr. Vacc:

As you are aware, I have completed the coursework for the doctorate degree in counselor education - student development track. I am now ready to conduct the pilot study for my research and here is where I need your help.

Would you please participate in my pilot study by completing the enclosed survey as if you were a recipient of the final survey, and then critique the entire survey packet for improvements and editorial modifications? I am requesting your assistance due to your particular expertise. I know that I can depend on your professionalism to give me an honest evaluation.

The survey is a job relevance validation study of the program standards for the Environmental and Specialty Standards for Student Affairs Practice in Higher Education of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). I am interested in two research questions pertaining to the standards:

1. As a student personnel development practitioner, how relevant to the current work they do are the CACREP areas of knowledge and skill.

2. As a student personnel development practitioner, how relevant do they perceive the CACREP areas of knowledge and skills to be to work as it may be in the future: I would appreciate your assistance in completing the survey and critiquing the survey packet. I have attached instruction and a few short answer question to guide you through the critique process.

Please return the survey and your critique in the enclosed self-addressed envelope by June 30, 1989.

Again, my thanks and appreciation for assisting me in my own professional development. If you have questions feel free to call at my work or home.

Sincerely,

Susan Quick Phelps,
Doctoral Student, and
Dean of Student Services
Forsyth Technical Community College.
(919 - 723-0371, ex: 236, Work)
(919-924-4281, Home)

Enc.

APPENDIX F

Pilot Survey Packet

1. Instructions
2. Instrument

STUDENT DEVELOPMENT SURVEY

INSTRUCTIONS

There are two columns of boxes for each area of knowledge or skill. The left column rates the current job relevance of that area while the right column indicates the future desired job relevance of the item. Please mark the box below the number/letter scale in each column that is your choice. See the example below.

After you complete the questionnaire, please return it in the enclosed envelope. A return within ten days is requested, if at all possible.

Question 1. As a student personnel development practitioner, how relevant to the current work you do now are the following areas of knowledge and skill? (CURRENT JOB RELEVANCE)

Question 2. As a student personnel development practitioner, how relevant do you perceive the following areas of knowledge and skill to work as it may be in the future? (FUTURE JOB RELEVANCE)

Explanation of the number scale

1	2	3	4	5
C	I	Q	N	DK
Critical	Important	Questionable	Not Relevant	Don't Know

EXAMPLE:

Item 1. Life-span theories of human development

CURRENT					FUTURE				
1	2	3	4	5	1	2	3	4	5
C	I	Q	N	DK	C	I	Q	N	DK
	X				X				

(This indicates that the knowledge is important to my work now and that I consider it critical to my future work in student personnel development.)

QUESTIONS

ITEMS	SCALES																					
	<table border="1" style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>C</td><td>I</td><td>Q</td><td>N</td><td>DK</td></tr> </table>	1	2	3	4	5	C	I	Q	N	DK	<table border="1" style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>C</td><td>I</td><td>Q</td><td>N</td><td>DK</td></tr> </table>	1	2	3	4	5	C	I	Q	N	DK
1	2	3	4	5																		
C	I	Q	N	DK																		
1	2	3	4	5																		
C	I	Q	N	DK																		
Area: Higher education, student affairs functions, and student development applications:																						
1. History and Philosophies of higher education/applications	<table border="1" style="width: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						<table border="1" style="width: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>															
2. Pertinent research & research forms	<table border="1" style="width: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						<table border="1" style="width: 100%;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>															

ITEMS	SCALES									
	CURRENT					FUTURE				
	1	2	3	4	5	1	2	3	4	5
	C	I	Q	N	DK	C	I	Q	N	DK
3. Current issues and future trends in higher education										
4. Student development models and theories										
5. Variations in student services functions within institutions of higher education										
6. Legal aspects of the institution and the students										
7. Theories of human development of students/ applications										
8. Student development programing										
10. Socio-cultural factors influencing student's lives										
11. Characteristics & attitudes of traditional & non-traditional students										
12. Professional standards role & function in higher education										
13. Student affairs professional functions in higher education										
Area: American College Student and the College Environment:										
14. Impacts of differing college environments										
15. Needs analysis approaches applicable to student populations										
16. Environmental assessment techniques										
Area: Helping Relationships & Career Development:										
17. Counseling theories & Applications										
18. Research on counseling processes										
19. Active-listening/ facilitative-responding skills & techniques										

ITEMS	SCALES									
	CURRENT					FUTURE				
	1	2	3	4	5	1	2	3	4	5
	C	I	O	N	DK	C	I	O	N	DK
20. Methods of facilitating self-awareness in students										
21. Career development & career counseling theories relevant to students & adult populations										
22. Career exploration instruments & techniques										
23. Male & female life roles & patterns										
Area: Human Development Theory and Practice:										
24. Understanding & application of theories of human development from age 17 to adulthood.....										
Psychosocial										
Cognitive-developmental										
Person-environment										
Humanistic										
Behavioral										
25. Student development implementation models of programming										
26. Socio-cultural foundations for understanding college students										
27. Individual, group, & environmental assessment techniques										
Area: Organizational Behavior & Development										
28. Understanding & application of organizational theory										
29. Organizational diagnosis, design behavior, planning, & management										
30. Organizational leadership theories, models, & practices										
31. Process consultation applied to higher education										

ITEMS	SCALES									
	CURRENT					FUTURE				
	1	2	3	4	5	1	2	3	4	5
	C	I	Q	N	DK	C	I	Q	N	DK
32. Naturalistic research, evaluation, & feedback methods										
33. Organizational change, decisionmaking, & conflict resolution approaches										
34. Small & large group theories, dynamics, processes & interactions										
35. Structural group interventions applicable to management of colleges										
36. Structural group interventions applicable to development of students										
37. Theories and types of group interactions for leadership development & training										
38. Role & functions of professional standards for accreditation & program development										
Area: Administration:										
39. Legal aspects of higher education (students, faculty, & staff)										
40. Theories & methods of personnel supervision & evaluation										
41. Issues/trends in unionization & collective bargaining										
42. Budget/finance history & practice										
43. Governance & policy making history & practices										
44. Human resource development practices										
45. Information management history & practice										
Area: Research and Evaluation										
46. Basic statistics										
47. Research methodologies & designs										

ITEMS	SCALES									
	CURRENT					FUTURE				
	1	2	3	4	5	1	2	3	4	5
	C	I	O	N	DK	C	I	O	N	DK
48. Proposal writing										
49. Evaluation models & methodologies										
Area: Administrative Uses of Computers										
50. Uses of computers in the area of forecasting, budgeting, planning, policy analysis, & resource allocation										
51. Uses of computers in communications (information management & word processing)										
52. Hardware & software uses for student affairs administrative purposes										
Area: Practicums & Internships										
53. Supervised practicums in the activities of various professional roles in student affairs while in college (100 clock hours)										
54. Supervised internships in the activities of various professional roles in student affairs while in college (100 clock hours)										
Area: Appraisal										
55. Understanding of group & individual educational/ psychometric theories, applications & interpretations										
56. Data gathering methods										
57. Validity & reliability										
58. Psychometric statistics										
59. Factors influencing appraisals										
60. Use of appraisal results in the helping process										
61. Types of appraisal										

ITEMS	CURRENT					FUTURE				
	1	2	3	4	5	1	2	3	4	5
	C	I	O	N	DK	C	I	O	N	DK
62. Methods of appraisal										
63. Ethical considerations in appraisal data use.										
Area: Professional Orientation										
64. Professional roles & functions										
65. Professional goals & objectives										
66. Professional organizations & associations										
67. Helping professions history & trends										
68. Ethical & legal standards of practice										
69. Professional preparation standards										
70. Professional credentialing, licensure, & accreditation practices										

Please complete the following by marking the appropriate response or filling in the response.

1. Male _____ 2. Female _____
3. Ethnic background: White _____ Black _____ Hispanic _____ Indian _____ Asian _____ Other _____
4. Professional Title _____
5. Years of service as a student personnel development practitioner:
1-5 _____ 5-10 _____ 10-15 _____ 15+ _____
6. Type of Institution where presently employed:
Public, two-year _____ four-year _____
Private, two-year _____ four-year _____
7. Bachelors degree major _____
Year received _____
Institution name _____
- Masters degree major _____
Year received _____
Institution name _____
- Doctorate degree major _____
Year received _____
Institution name _____

APPENDIX G
Pilot Study Critique Sheet

Instructions

1. Please open the survey packet and complete the survey as if you were a survey participant. Please indicate below the total time it takes you to complete the survey.

Total Time _____

2. After completing the survey, please go back and make any suggestions you have for changes, clarity, and/or improvements. Please critique each of the parts of the packet.

3. Please include the following subjects as part of your critique:

Were terms or phrases unclear?

Was the instrument length comfortable?

Were the instructions clear?

Was the letter satisfactory and clear?

Was the survey format conducive to response?

4. Place your survey in the self-addressed envelope, with your critique and time notation and drop it in the mail to be by June 30, 1989.

Thanks again, Susan

APPENDIX H

Final Survey Letter of Introduction

Dear ?,

May I ask for your help? I am a chief student personnel development officer in the North Carolina Community College system, and am presently engaged in research for my dissertation at the University of North Carolina at Greensboro. I am conducting a study of the current job relevance of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) program standards for the Environmental and Specialty Standards for Student Affairs Practice in Higher Education.

I am requesting your participation in the venture specifically because your position as a practitioner will yield valuable information on the relevance of these standards to the real world of work in student personnel development. Job relevance validation studies have been conducted in the fields of medicine, law, psychology, and teaching, but to date no one has focused specifically on the field of student affairs. I would like to rectify the situation and conduct a baseline study on the usefulness of the standards to our profession. The study will further the development of the profession.

I appreciate your busy schedule and have designed the survey so that it will only take 15 to 17 minutes to complete. Your participation in the study will provide vital data on the job relevancy of the standards used for training future student affairs practitioners.

Thank you for agreeing to participate in the study.

Sincerely,

Susan Quick Phelps

APPENDIX I**Survey Completion Reminder Card**

Just a Reminder...

You should have received approximately 2 weeks ago the Student Development Job Relevancy Survey. As yet I have not received your completed survey. It is vital to the study that I receive your input into the results. The study will be better able to make conclusions regarding the usefulness of the knowledge and skills needed to perform our jobs as practitioners in the field with your opinions. Please take 15 minutes from your busy schedule to complete the survey and return it to me today. your participation will be greatly appreciated.

Thank you,

Susan Quick Phelps
Dean of Student Services
Forsyth Technical Community College

1 Reminder Card -- Message Side

Susan Quick Phelps
Dean of Student Services
Forsyth Technical Community College
2300 Silas Creek Parkway
Winston-Salem, NC 27103

Name of Participant

Address of Participant

City/ State/ Zip Code

2 Reminder Card -- Address Side

APPENDIX J

Educational Degrees of Survey Respondents

1. Bachelors Educational Degrees
2. Masters Educational Degrees
3. Educational Specialist Degrees
4. Doctorate Degrees

BACHELORS EDUCATIONAL DEGREES OF SURVEY RESPONDENTS

Accounting	Home Economics
Agriculture	Human Services
Art	Humanities
Art Education	Industrial Arts
Asian Studies	Information Services
Behavioral	Interdisciplinary Studies
Science	International Relations
Bible/Ministry	Journalism
Biochemistry	Latin
Biology	Latin American Studies
BMT & BME	Legal Studies
Business Administration	Liberal Arts
Business Education	Marketing Management
Business/Distributive Ed.	Math/Math Education
Chemistry	Mental Health
Christian Education	Military Science
Communications/Information	Music Education
Systems	Music Therapy
Community Psychology	Nursing
Counseling	Personnel Management
Early Childhood Development	Physical Education
Earth Science	Piano
Economics	Political Science
Education/Elementary	Psychology
Education	Recreation
Electrical Technology	Religion/Philosophy
Engineering	RTUMP
English	Secondary Education
Fashion Art & Design	Science
Finance	Science Education
Fine Art	Social Science
Fly Life	Social Studies Deucawtion
Foreign Literature	Social Work
French Education	Sociology
Geology	Spanish
Government/Political	Special Education
Science	Speech Communication
Health/Physical Education	Theatre
History	Vocational Agriculture
	Zoology

MASTERS EDUCATIONAL DEGREES OF SURVEY RESPONDENTS

Business Education
Business Administration
College Student Personnel
Communications
Community Counseling
Community Health
Counseling & Student Affairs; Counseling;
Counselor
Education
Economic Agriculture
Education/Education in American History
Educational Psychology/Ed. Psychology and Guidance
Engineering
English
Exploratory Psychology
Foreign Literature
Guidance
Guidance & Counseling
Health Administration
Higher Education Administration
History/Education
Industrial Education
Interdisciplinary Studies
International Studies
Modern Europe
Music Education
Music Therapy
Philosophy
Physical Education
Political Science
Psychiatric Nursing
Psychology
Reading
Rehabilitative Counseling
Social Psychology
Social Work
Sociology
Spanish
Speech
Student Personnel
Theology

EDUCATIONAL SPECIALIST DEGREES OF SURVEY RESPONDENTS

Administration

COM. AB CO

Community College Administration

Counseling/Counseling & Student Development

Counselor Education

Education Administration

Guidance and Testing

Higher Education

Health Education

Human Resource Management

Student Personnel Services

Substance Abuse

DOCTORATE DEGREES OF SURVEY RESPONDENTS

Administration & Supervision
Administration of Higher Education
Adult and Community College Education
Anatomy
Counseling
Counseling Psychology
Counseling/Behavioral Studies
Counselor Education
Education/Education Administration
Educational Leadership
Educational Psychology
Educational Research
Higher Education/Student Affairs Administration
Juris Prudence (Law)
Medical Sociology/Social Psychology
Occupational Education
Organic Chemistry
Ph of Human Development
Psychology
Public Health/Mental Health
Research & Evaluation
Romance Languages & Literature
Social Work
Student Development
Student Personnel
Urban Services

APPENDIX K

Institutions Granting Degrees to Survey Participants

1. Institutions Granting Bachelors Degrees
2. Institutions Granting Masters Degrees
3. Institutions Granting Educational Specialist Degrees
4. Institutions Granting Doctorate Degrees

INSTITUTIONS GRANTING BACHELORS DEGREES
TO SURVEY PARTICIPANTS

A & T State University
Abilene Christian University
Adrian College
Allegheny College
Alma College
Antioch College
Appalachian State University
Armstrong State University
Ashland University
Athens State College
Atlantic Christian College
Auburn University
Austin Peay State University
Baldwin-Wallace College
Ball State University
Baptist College of Charleston
Bates College
Bentley College
Birmingham Southern College
Bluefield College
Boston University
Bowling Green State University
Brown University
Bucknell University
Carnegie-Mellon University
Carson-Newman College
Central Michigan
Central Wesleyan
Centre College
Cincinnati Bible College
Clark University
Clemson University
Clinch Valley College
College of St. Francis
Colorado College
Colorado State University
Columbia College (South Carolina)
Concordia College
Converse College
Cornell University
Davidson College
Drew University
Duke University
East Carolina University
Eastern Illinois University
Eastern Kentucky University

Bachelors Degree Institutions (continued)

Elon College
Emory & Henry College
Emory University
Erskine College
Fairmont State University
Fisk University
Florida Atlantic University
Florida State University
Furman University
Gannon University
Georgia Southern University
Georgia Technical College
Gettysburg College
Greenville College
Guilford College
Hampden-Sydney
Harvard University
Hofstra University
Hollins College
Hope College
Huntingdon College
Illinois State University
Illinois University
Indiana University
Indiana University of Pennsylvania
Iowa State
Jacksonville State
James Madison University
Juniata College
Kansas State University
Ladycliff College
Lake Erie College
Lander College
LeMoyne-Owen College
Lenoir Rhyne College
Liberty University
Lincoln Memorial University
Longwood College
Louisiana State University
Mansfield University
Marquette University
Mars Hill College
Memphis State University
Mercer University
Meredith College
Mesa State College
Miami University
Michigan State University

Bachelors Degree Institutions (continued)

Middle Tennessee State University
Mississippi State University
Molloy College
Montevallo
Morgan State University
Morris College
Nat Findlay
Nicholls State University
New Mexico State University (NMSU)
North Adams State College
North Carolina A & T State University
North Carolina Central University
North Carolina State University
North Carolina Wesleyan
Northeast Missouri State University
Northern Michigan University
Northwestern State University of Louisiana
Nova University
Oakland University
Ohio State University
Ohio University
Ohio Wesleyan University
Oklahoma State University
Penn State University
Pfeiffer College
Purdue University
Queens College, Charlotte
Queens College, City of New York
Radford University
Randolph Macon Womans College
Rice University
Rhodes College
Roanoke College
Sacred Heart College
Saint Mary's College of Notre Dame University
Saint Vincent College
Samford University
Seattle University
SFASU
Shenandoah College
Simpson
Slippery Rock University
Smith College
South Carolina State College
Southern Illinois University
Southern Mississippi University
St. Andrews Presbyterian College
St. Cloud State University

Bachelors Degree Institutions (continued)

St. Lawrence University
St. Mary's Seminary and University
St. Meinrad College
State University of New York
State University of New York - Albany
State University of New York - Buffalo
State University of New York - Fredonia
State University of New York - Genesee
State University of New York - Plattsburg
State University of New York - Stony Brook
Stephens College
Stetson University
Talledega College
Texas Lutheran College
Texas Technical University
Tnrkio College
Trinity College
Union University
University of Alabama
University of Alabama - Birmingham
University of Arkansas
University of California - Irvine
University of Central Florida
University of Cincinnati
University of Denver
University of Florida
University of Georgia
University of Houston
University of Kentucky
University of Louisville
University of Maryland
University of Michigan
University of Minnesota
University of Nebraska
University of New Mexico
University of New Orleans
University of North Carolina - Chapel Hill
University of North Carolina - Charlotte
University of North Carolina - Greensboro
University of North Carolina - Wilmington
University of Northern Iowa
University of Pennsylvania
University of Pittsburgh
University of Puerto Rico
University of Richmond
University of South Alabama
University of South Carolina - Columbia
University of South Carolina - Spartanburg

Bachelors Degree Institutions (continued)

University of South Florida
University of Tampa
University of Tennessee - Knoxville
University of Tennessee - Martin
University of Texas
University of the South
University of Utah
University of Virginia
University of Virginia - Richmond
University of West Florida
University of West Indies
University of Wisconsin
University of Wisconsin - LaCrosse
University of Wisconsin - Milwaukee
University of Wisconsin - Parkside
University of Wisconsin - Platteville
USC - Cola
Utah State University
UWEC
Valdosta State College
Valparaiso University
Virginia Tech
Virginia Union University
Wake Forest University
Washington State University
Wayne State University
West Liberty State College
Western Carolina University
Western Connecticut State University
Western Maryland College
Western Michigan University
Western Reserve University
Westminster College
Wheaton College
Whittier College
William & Mary
Wingate College
Winston-Salem State University
Winthrop College

INSTITUTIONS GRANTING MASTERS DEGREES
TO SURVEY PARTICIPANTS

A & T State University
Abilene Christian University
American University
Appalachian State University
Arizona State University
Auburn University
Austin Peay State University
Ball State University
Bowling Green State University
Campbell University
Clemson University
College of William & Mary
Columbia University
Colorado State University
Cornell University
Delta State University
Drake University
Duke University
East Carolina University
East Michigan University
East Tennessee State University
Eastern Illinois University
Emory University
Florida A & M University
Florida Atlantic University
Florida State University
Furman University
George Washington University
Georgetown College
Georgia Southern University
Georgia State University
Georgia Technical University
George Mason University
Hampton Institute
Hollins College
Idaho State University
Illinois State University
Indiana University
Indiana University of Pennsylvania
Inter America
Iowa State University
Jackson State University
Jacksonville (Ala) State University
James Madison University
Johns Hopkins University
Kansas State University
Kent State University
Lehigh University

Masters Degree Institutions (continued)

Lesley College
Liberty University
Longwood College
Louisiana Technical University
Louisiana State University
Loyola University
Memphis State University
Miami University (Ohio)
Michigan State University
Middle Tennessee State University
Middlebury College
Mississippi State University
Murray State University
New York University
Nicholls State University
North Carolina A & T State University
North Carolina Central University
North Carolina State University
Northeastern University
Northern Iowa University
Northern Michigan University
Northwestern State University of Louisiana
Nova University
Ohio State University
Ohio University
Peabody College for Teachers at Vanderbilt
Penn State University
Purdue University
Radford University
Rutgers University
San Francisco State University
Shippensburg University
Slippery Rock University
South Carolina State College
Southeastern Baptist Theological Seminary
Southern Illinois University - Carbondale
Southern Methodist University
Southern Mississippi University
State University of New York - Albany
State University of New York - Buffalo
Syracuse University
Temple University
Tennessee Technical University
Texas Technical University
Trevecca College
Tulane University
Tuskegee University
University of Alabama

Masters Degree Institutions (continued)

University of Alabama - Birmingham
University of California - Santa Barbara
University of Central Florida
University of Connecticut
University of Dayton
University of District of Columbia
University of Florida
University of Georgia
University of Illinois
University of Louisville
University of Maryland
University of Miami (Florida)
University of Minnesota
University of Missouri
University of Montevallo
University of New Mexico
University of North Carolina - Chapel Hill
University of North Carolina - Charlotte
University of North Carolina - Greensboro
University of North Carolina - Wilmington
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Puerto Rico
University of South Alabama
University of South Carolina - Columbia
University of Southern Mississippi
University of Tennessee - Knoxville
University of Texas - Austin
University of Toledo
University of Utah
University of Virginia
University of Wisconsin - LaCrosse
University of Wisconsin - Madison
University of Wisconsin - Oshkosh
University of Wisconsin - Platteville
University of Wyoming
USC - Cola
USF
Valdosta State College
Vanderbilt University
Virginia Technical
Wake Forest University
Washington State University
Washington University of St. Louis
Wayne State University
West Georgia (College) University
Western Carolina University

Masters Degree Institutions (continued)

Western Illinois University
Western Maryland College
Western Michigan University
Wheaton University
Wichita State University
William & Mary
Wisconsin University
Xavier University

INSTITUTIONS GRANTING EDUCATIONAL SPECIALIST DEGREES
TO SURVEY PARTICIPANTS

Appalachian State University
Auburn University
Duke University
East Carolina University
Florida
George Mason University
George Washington University
Georgia Southern University
Georgia State University
Howard University
James Madison University (JMU)
Memphis State University
Middle Tennessee State University
Nova University
Ohio University
State University of New York - Albany
The Citadel
University of Florida
University of North Carolina - Chapel Hill
University of North Carolina - Greensboro
University of South Carolina
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University
West Georgia College
William and Mary

INSTITUTIONS GRANTING DOCTORATE DEGREES
TO SURVEY PARTICIPANTS

Auburn University
College of William & Mary
Columbia University
Duke University
Florida Atlantic University
Florida State University
George Washington University
Georgia State University
Hofstra University
Indiana State University
Iowa State University
Medical College of Virginia
Memphis State University
Michigan State University
Mississippi State University
New Orleans Seminary
North Carolina Central University
North Carolina State University
Nova University
Ohio University
Ohio State University
Old Dominion University
Peabody at Vanderbilt
Penn State University
Purdue University
Southern Illinois University - Carbondale
State University of New York - Albany
Tennessee State University
Texas A & M
Tulane University
University of Alabama
University of Arkansas
University of California - Berkeley
University of California - Santa Barbara
University of Cincinnati
University of Colorado
University of Florida
University of Georgia
University of Illinois
University of Iowa
University of Kansas
University of Maryland
University of Massachusetts
University of Miami
University of Michigan
University of Minnesota
University of Missouri

Doctorate Degree Institutions (continued)

University of Missouri - Columbia
University of Nebraska
University of New Orleans
University of North Carolina - Chapel Hill
University of North Carolina - Greensboro
University of Northern Colorado
University of Pennsylvania
University of Pittsburgh
University of South Carolina
University of Southern Florida
University of Tennessee
University of Texas
University of Toledo
University of Utah
University of Virginia
University of West Virginia
University of Wisconsin
University of Wyoming
Virginia Commonwealth University
Virginia Polytechnic Institute & State University
Virginia Tech
Washington State University
Wayne State University
Wisconsin University

APPENDIX L

**Listing By Name of Other Professional Organizations
Of Survey Participants**

**LISTING BY NAME OF OTHER PROFESSIONAL ORGANIZATIONS
OF SURVEY PARTICIPANTS**

AACJC- American Association of Community and Junior Colleges

AACRAO- American Association of Collegiate Registrars and Admissions Officers

AAOA- Unknown

AAHE- American Association of Higher Education

AAUA- American Association of University Attorneys

AAWDAC- Alabama Association of Women Deans, Administrators and Counselors
Also - American

AAMFT- American Association of Marriage and Family Therapy

AAWCJC- American Association of Women in Community and Junior Colleges

ACAFAD- Association of College Academic Affairs Advisors

ACDA- American Career Development Association

ACHA- American College Health Association

ACES- Association for Counselor Educators and Supervisors

ACSD- Association of Christians in Student Development

ACU-I- Association of College Unions - International

ACUHO-I- Association of College and University Housing Officers -International

AEA- Alabama Education Association

AECT- Association of Ethnic Classroom Teachers

AFA- Association of Fraternity Advisors

AHCA- Alabama Humanistic Counselors Association

AHEAD- Association for Humanistic Education and Development

AIR- American Institute for Research

ALAO- Alabama Association of Housing Officers

AMCD- Association for Multi-cultural Counseling and Development

Other Professional Organizations (continued)

AMECD-	.....	Association for Measurement and Evaluation in Counseling and Development
ALACD-	.....	Alabama Association of Counseling and Development
AAS-	.....	American Association of Suicidology
AMHCA-	.....	American Mental Health Counselors Association
APAA-	.....	Academic Placement Advisors Association
APT-	.....	Association of Psychological Therapists
APWA-	.....	American Public Welfare Association
ASCA-	.....	American School Counselors Association
ASCUS-	.....	Association for School, College and University Staffing
ASDSBCU	.....	Association of Student Development in Southern Baptist Colleges and Universities
ASGW-	.....	Association for Specialists in Group Work
ASHE-	.....	American Society for Higher Education
ASJA-	.....	Association for Student Judicial Affairs
ASPA-	.....	American Society for Public Administrators
AWP-	.....	Association of Women Personnel
CACRAO-	.....	Carolina Association of Collegiate Registrars and Admissions Officers
CAWDAC-	.....	Carolina Association of Women Deans, Administrators and Counselors
CEA-	.....	Cooperative Education Association
CMS-	.....	Council for Multi-Cultural Studies
CPC-	.....	College Placement Council
CEC-	.....	Council for Exceptional Children
DAE-	.....	Delta Alpha Epsilon
DCACPA-	.....	District of Columbia Academic Counseling and Personnel Association

Other Professional Organizations (continued)

DKG-	Delta Kappa Gamma
DPE-	Delta Pi Epsilon
DPMA-	Data Processing Management Association
FACD-	Florida Association for Counseling Development
FACRO-	Florida Association for Collegiate Registrars and Admissions Officers
FCPA-	Florida College Personnel Association
GCPA-	Georgia College Personnel Association
GACRAO-	Georgia Association for Collegiate Registrars and Admissions Officers
GAE-	Georgia Association of Educators
GHO-	Georgia Housing Officers
GVA-	Georgia Vocational Association
JCA-	Jefferson Counselors Association
LASPA-	Louisiana Student Personnel Association
LSAC-	Law School Admissions Counselors
MACCA-	Memphis Area College Counselors Association
MAPA-	Memphis Area Placement Association
MECA-	Memphis Educational Counselors Association
MENC-	Unknown
N4A-	National Association of Academic Advisors for Athletes
NACA-	National Association for Campus Activities
NACADA-	National Academic Advising Association
NACCMHC-	National Association of Christian Collegiate Mental Health Counselors
NADA-	National Athletic Directors Association

Other Professional Organizations (continued)

NACAC-	.....	National Association of College Admissions Counselors
NAMT-	.....	National Association of Music Therapists
NAWDAC-	.....	National Association of Women Deans, Administrators and Counselors
NAFE-	.....	National Association of Female Educators
NAFSA-	.....	National Association of Foreign Student Advisors
NADE-	.....	National Association of Deaf Educators
NALP-	.....	National Association for Law Placement
NASW-	.....	National Association of Social Workers
NBCC-	.....	National Board Certified Counselors
NCAAWCJC-	.....	North Carolina American Association of Women in Community and Junior Colleges
NCACD-	.....	North Carolina Association for Counseling Development
NCAFSA-	.....	North Carolina Association for Foreign Student Advisors
NCCDA-	.....	North Carolina Career Development Association
NCCPA-	.....	North Carolina College Personnel Association
NCDA-	.....	National Career Development Association
NCFR-	.....	Unknown
NCHO-	.....	North Carolina Housing Officers
NCPA-	.....	North Carolina Placement Associations
NCPSA-	.....	Unknown
NCRD-	.....	Unknown
NCSD-	.....	National Council for Student Development
NCASFAA-	.....	North Carolina Association of Student Financial Aid Administrators
NCSDPA-	.....	North Carolina Student Development Personnel Association
NCAWDAC-	.....	North Carolina Association of Woman Deans, Administrator and Counselors

Other Professional Organizations (continued)

NEA-	.....	National Education Association
NECA-	.....	National Educational Counselors Association
NIRSA-	.....	National Intramural Recreational Sports Association
NODA-	.....	National Orientation Directors Association
NRVPGA-	.....	New River Valley Personnel and Guidance Association
NSIEE-	.....	National Society for Internships and Experimental Education
NSSE-	.....	National Society of Southern Educators
ODK-	.....	Omega Delta Kappa
PDK-	.....	Phi Delta Kappa
PKP-	.....	Phi Kappa Phi
PRCD-	.....	Puerto Rico Counseling Development
SACAC-	.....	Southern Association of Christian Academic Counselors
SACES-	.....	South Atlantic Collegiate Educators Society
SACRAO-	.....	Southern Association of Collegiate Registrars and Admissions Officers
SASFAA-	.....	Southern Association of Student Financial Aid Administrators
SCACD-	.....	South Carolina Association for Counseling Development
SCADE-	.....	South Carolina Association of Developmental Educators
SCPA-	.....	Southern College Placement Association
SCCPA-	.....	South Carolina College Placement Association
SCSPA-	.....	South Carolina Student Personnel Administrators
SEAHO-	.....	Southeastern Association of Housing Officers
SOPHE-	.....	Unknown
SWPA-	.....	Unknown
TCPA-	.....	Tallahassee College Personnel Association

Other Professional Organizations (continued)

TPA-	Tallahassee Personnel Association
UGASPA-	University of Georgia Association of Student Personnel Administrators
VACRAO-	Virginia Association of Collegiate Registrars and Admissions Officers
VASPA-	Virginia Association of Student Placement Advisors
VCA-	Virginia Counselors Association
VCCA-	Virginia Christian Counselors Association
VCLA-	Virginia College Learning Association
VACHO-	Virginia Association of College Housing Officers
VCPA-	Virginia College Placement Association